



# The St Rita's Way



*“Forward to a Better World”*

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## St Rita's School Mission Statement

St Rita's is a Catholic School which aims to foster the growth of each individual within a committed faith community of students, staff and parents. Our administration, organisation and programs reflect and teach Gospel values. We strive to nurture the physical, intellectual, social, emotional and spiritual development of each student. We acknowledge the role of parents as the primary educators of their children and are prepared to support them in this responsibility. We value a cooperative spirit between the home and school.

## St Rita's School Vision Statement

At St Rita's we believe in:

- The partnership of parents, teachers, students, parish and wider community is enriched by our gospel values and our faith.
- Encouraging risk-taking and offering challenging opportunities to enhance success for all in an ever changing world.
- The development of the whole person academically, socially, emotionally and spiritually using Jesus as the perfect example.
- Accepting the differences and valuing the opinions of others in a safe, caring, loving and learning environment.

## Our Aim

***"Building Positive Relationships based on Jesus and the Good Samaritan Charism."***

At St Rita's School we aim to model our behaviours through the lens of the Good Samaritan Charism and on the example of Jesus as shown through the gospel. Jesus showed us how to live through the interactions he had with the people of his time.

St Rita's Community has named and claimed its core values:



St Rita's School being true to its mission as an authentic Catholic School, aims to move beyond the management of student behaviour and extend to the transformation of student actions and attitudes to enable them to reach their full potential. The process of transformation involves empowering students to gain the skills and attitudes needed to be both personally and socially responsible for their own behaviour and make appropriate behavioural choices. Teachers will play an active role in this process through explicit teaching and updating through professional development which will assist students reach these goals; and also by being 'living' models, who nurture and mentor our students in our faith, values and social emotional competencies.

## Building and Promoting the St Rita's Way in Our School and Community

St Rita's School builds our Catholic School culture and core values by:

- Teach, reinforce and coach students to do things the St Rita's Way (see Appendix C).
- Staff continuously model the St Rita's Way in their own professional lives towards each other, students and our wider community. This requires a level of self-awareness, emotional intelligence and openness to self-reflection and feedback.
- Use of the following resources to help embed the St Rita's Way:
  - Religious Education Program
  - Religious Life of the School (including: Prayer, Liturgy, Reflection)
  - Circle Solutions
  - Second Step Program
  - Health component of the HPE curriculum.
- Building a healthy home and school relationship, communicating positive feedback to parents as well as inviting them to work with the school to resolve behavioural challenges; employing consequences which are natural and logical.
- Providing students with high quality support when they are experiencing difficulties in relationships.

- Alignment of school policies and procedures to the St Rita's Way eg individual classroom reward system and weekly class awards
- Consistently apply consequences for both good and bad choices of behaviour.
- Quality learning and teaching practices.
- Provision of professional development that is aligned with the St Rita's Way and opportunities for parent education.
- Help everyone in our Catholic learning community to understand their rights and responsibilities.
- Clear levels and processes for managing behaviour.
- Explicitly teach the five core values at the beginning of each year (and revisit each term). Teachers will:
  - Teach what they mean
  - Teach gospel references where Jesus showed that value
  - Create classroom displays around the values (see Appendix C)
  - Develop and display classroom expectations that come from the values
  - Develop and display the consequences for good choices and consequences for choices not consistent with the St Rita's Way.
  - Communicate using language that supports the St Rita's Way

## St Rita's Rights and Responsibilities

### Staff

#### RIGHTS

- To be treated with courtesy and respect
- To be free from disruption in the learning/ teaching process
- To manage students in the learning and wider school environment
- To work in a clean, tidy and safe environment
- To use professional judgment in catering for the needs of individual children.
- To receive professional development, support and coaching in the area of managing student learning and classroom environments
- To be supported by parents, administration team and the school community in the teaching and learning process.

#### RESPONSIBILITIES

- Explicitly teach and reinforce the St Rita's Way
- To model the core values of: [LEARNING, JUSTICE, FAITH, RESPECT & COMMUNITY](#)
- Establish, display and regularly review classroom rules, procedures and consequences for good and bad choices of behaviour.
- Provide explicit and scheduled teaching of rules and behavioural expectations.
- Encourage and maintain safe behaviours in the school environment, ensuring that students in their care are safe from all kinds of harm.
- Act in a professional way in accordance with the Employee Code of Conduct.
- To establish and maintain channels of communication between school and home.

### Parents/ Caregivers

#### RIGHTS

- Be respected and recognised as the primary educator of their child
- Be and feel welcome in our school
- Receive regular reports detailing their child's progress
- To meet with school personnel at a mutually convenient time.
- To have any personal information treated confidentially and privacy respected.
- Take an active role in the school through the Parents and Friends Association and in learning activities when encouraged by school staff.

#### RESPONSIBILITIES

- Act in accordance with the Diocesan Parent and Volunteer Code of Conduct.
- Encourage and expect their child to follow the St Rita's Way.
- Ensure their child is adequately prepared with materials and in approved uniform for the school day.
- Ensure that their children arrive at school on time and are collected from school on time.
- Support the school's academic and religious goals.
- Consult with the appropriate school personnel with respect and courtesy at a mutually convenient time regarding concerns and queries.
- Respect the privacy of other students and staff.
- Support the teachers and school in their efforts to form good work and the behaviour patterns of their children.

## Students

### RIGHTS

- Be treated in ways consistent with the St Rita's Way
- Be and feel safe at all times.
- Develop and grow to their full potential
- Learn without being adversely interrupted by others.
- Work in a welcoming and secure environment
- Express themselves and be an individual in a socially acceptable manner.
- Be able to report to someone if they feel unsafe.

### RESPONSIBILITIES

At all times act in accordance with the values described in the St Rita's Way. (see below break down).



## Students' Responsibilities that Align with the St Rita's Way

	<b>ALL AREAS</b> <b>INSIDE THE CLASSROOM</b> <b>OUTSIDE THE CLASSROOM</b>
	<ul style="list-style-type: none"> <li>◆ Engage with all learning tasks</li> <li>◆ Be prepared to take risks</li> <li>◆ Strive to reach your potential</li> <li>◆ Show initiative</li> <li>◆ Be prepared and organised with necessary equipment</li> <li>◆ Be on time for school and learning</li> <li>◆ Be supportive of others' learning</li> <li>◆ Raise your hand or wait your turn to speak</li> <li>◆ Show consideration for others right to learn</li> <li>◆ Enter and exit classrooms in an orderly manner</li> <li>◆ Online resources to be used in an ethical manner in accordance with the ICT user agreement</li> <li>◆ Help and encourage each other in the classroom</li> <li>◆ Keep your classroom and your learning area tidy</li> <li>◆ Be a role model to others</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Engage in reconciliation processes</li> <li>◆ Take responsibility for your words and actions</li> <li>◆ Be honest and trustworthy</li> <li>◆ Be inclusive, invite others to join your games</li> <li>◆ Try to solve problems peacefully and justly</li> <li>◆ Play fairly - take turns and follow the agreed rules</li> <li>◆ Ensure all participants know the game's rules</li> <li>◆ Help younger children</li> <li>◆ Tidy up after yourself</li> <li>◆ Be a role model to others</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Believe in yourself and the gifts God has given you</li> <li>◆ Show care and concern for all of God's creation</li> <li>◆ Be respectful and participate fully in prayer</li> <li>◆ Help and encourage others</li> <li>◆ Show tolerance of others</li> <li>◆ Help and encourage others</li> <li>◆ Be honest and trustworthy</li> <li>◆ Value the opinions of others</li> <li>◆ Strive to reach your potential</li> <li>◆ Show initiative</li> <li>◆ Be a role model to others</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Treat others as you would want to be treated</li> <li>◆ Show tolerance of others</li> <li>◆ Wait your turn</li> <li>◆ Move safely and respectfully around school buildings</li> <li>◆ Show due care for own, other's and school property and equipment.</li> <li>◆ Ask permission to leave the classroom</li> <li>◆ Be patient</li> <li>◆ Use polite language</li> <li>◆ Keep your hands, feet and objects to yourself</li> <li>◆ Respect the privacy of others</li> <li>◆ Care for the school environment</li> <li>◆ Follow staff instructions immediately</li> <li>◆ Be a good listener</li> <li>◆ Be a role model to others</li> </ul>
	<ul style="list-style-type: none"> <li>◆ Always wear your correct school uniform, including hat</li> <li>◆ Make people feel welcome</li> <li>◆ Be inclusive</li> <li>◆ Value the opinion of others</li> <li>◆ Invite others to join in games</li> <li>◆ Use play equipment appropriately</li> <li>◆ Only use toilets for their intended purpose.</li> <li>◆ Practice good hygiene when eating and toileting.</li> <li>◆ Wear a school hat</li> <li>◆ Help younger students</li> <li>◆ Care for the local and school community</li> <li>◆ Move safely and respectfully around school buildings</li> <li>◆ Be a role model to others</li> </ul>

## Positive Reinforcement of Students' Responsibilities

The staff of St Rita's is committed to promoting and coaching students to choose responsible behaviours. We believe that the most effective method of this includes:

1. Making expectations explicit through teaching and regularly revising and referring to them
2. Catching students doing the right thing
3. Providing behaviour specific feedback
4. Using positive reinforcement through applying consequences for good choices

St Rita's is committed to building a school environment that enhances responsibility and cooperation. It is a positive approach which results in students being positive and enthusiastic about school and keen to cooperate with teachers.

Some ideas teachers may employ in their classroom or in the playground include:

- Praise good choices of behaviour through positive feedback
- Selectively attend to bad choices of behaviours which are not posing a safety risk or affecting others
- Token external reinforcement - stickers, stamps, stars, awards.
- Principal Awards on Assembly
- Class "St Rita's Way" award
- Good news visits to the office or another teacher
- Ring/Seesaw/email or write to parents for good news or improved behaviour.
- Cards and letters sent home to mum/dads.
- Proximity reinforcement. (Physical presence)
- Class and individual goals each week or term.
- Displaying work around the classroom and school.

**These are just some of the ideas that are used within each class to promote good behaviour with a view to developing self-discipline.**

## Responding to Behaviours which are not the St Rita's Way

All students, at some time may and will make wrong choices of behaviour. The severity of the behaviours range from low level to very serious breaches of acceptable behaviour. It is important that staff view all choices of behaviours which are contrary to the St Rita's Way as opportunities for learning on the part of the student and the teacher.

It is also important that staff are aware of developmental factors which have an impact on behaviours. This enables staff to respond most appropriately to students across the range of ages, from Prep to Year 6.

### Natural and Logical Consequences which are reflective of The St Rita's Way

If consequences are to be effective, they must be logical and natural.

- The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.
- Logical consequences are respectful of the child's dignity while punishment often calls upon an element of shame.
- Logical consequences are related to the child's behaviour.
- The belief underlying the use of logical consequences is that with reflection and practice children will want to do better, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it.

### It is the certainty of the consequence being applied and NOT the severity

*Logical consequences are:*

- Related to the behaviour.
- Respectful of all parties.
- Reasonable expectations.
- Relationship-building.

### Least to Most Obtrusive

The **Essential Skills for Classroom Management** form the basis of ways staff will respond to student behaviours. Staff will employ the Top 5 Strategies for promoting On Task behaviours. These are:

- Descriptive Encouraging (after an instruction)
- Cueing with Parallel Acknowledgement (verbal or non-verbal)
- Verbal Redirecting to Learning
- Description of Reality
- Individual Close Talk

If the Top 5 Strategies have not been effective, staff will then Give A Choice.

### Giving a Choice

- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice  
"Your choices are ..... or ..... Eg "You can finish that now or at playtime."
- Walk away and scan back intermittently
- Allow time for choice to be made
- FOLLOW THROUGH with consequence if choice not made
- Post lesson discussion might be effective

**Time Out**

The consequence of a time of separation from the group is limited to behaviour that continues to disrupt the classroom after a choice is given. Time out procedure:

1. Each teacher is to establish a “calming corner” in their classroom with the students. This is to be used for students who are working on self-regulation and opt that they need a time out.
2. When in a “teacher directed” time out, the student will need to complete an age level appropriate reflection form (attached as Appendices to this document). Time out is for a set period with the aim to have student conduct improve. Students need to be within vision of the teacher when on time out.
3. If behaviour continues to escalate (eg refusal to go to calming corner, aggressive behaviour), teacher to contact a member of the leadership team to assist.

**The Importance and Necessity of Re-Entry**

The re-entry process is the key to growth and opportunity for change of behaviour for the student.

- Re-entry is a CRUCIAL process to modifying and changing behaviour.
- Before a student re-joins the class/playground or activity again they must be able to articulate what they did, what impact their actions have on others, what they should have done and what they agree to do if they reenter. Importantly they must articulate what will happen if they choose the same behavior in a set time period.
- Ask :
  - What did you do? What wrong choice did you make? Why did you have to go to Time Out?
  - How did others feel when you made your choice?
  - What is the St Rita’s Way? What should you have done? What do you agree to do if you reenter the group/class?
  - If you choose to repeat the behaviour, what do you think should happen? What is the next step should you do it again? (agree on a time period)
- Only when the teacher/ member of leadership is satisfied that the student understands what they are to do, should they accept the student back into the class/group.
- At no time should a student re-enter a class without this process.
- Resource to assist the re-entry process = Responsible Thinking Sheets (attached as Appendices to this document)

**Students with Disabilities**

Students with Disabilities’ behaviours will fall within the same levels, but consequences will be specific to the students in accordance with their IEP.

**Inappropriate Staff Responses to Breaches of Behaviour**

Staff will not use the following:

- Confrontation
- Yelling, Screaming
- Sarcasm
- Putdowns
- Invading personal space
- Showing emotional arousal
- Getting into a power struggle
- Making choices sound like threats
- Unfinished business – deal with the situation in a timely manner

Should staff use these, they will be in breach of the Diocesan Staff Code of Conduct and may be subject to Student Protection Form (SAR).



Expectation Flowchart

Teachers are able to use professional judgement in implementing this flowchart. For example, major incidents may need the immediate support of the leadership team. Teachers may use the Levels of Behaviour set out below as a guide for determining what is “a major incident”. Level 3 behaviours may be considered major incidents but, again, professional judgement must be applied. A [poster of the flowchart](#) to be displayed in classrooms for teachers’ reference. Posters must be explain to and be visible for students.

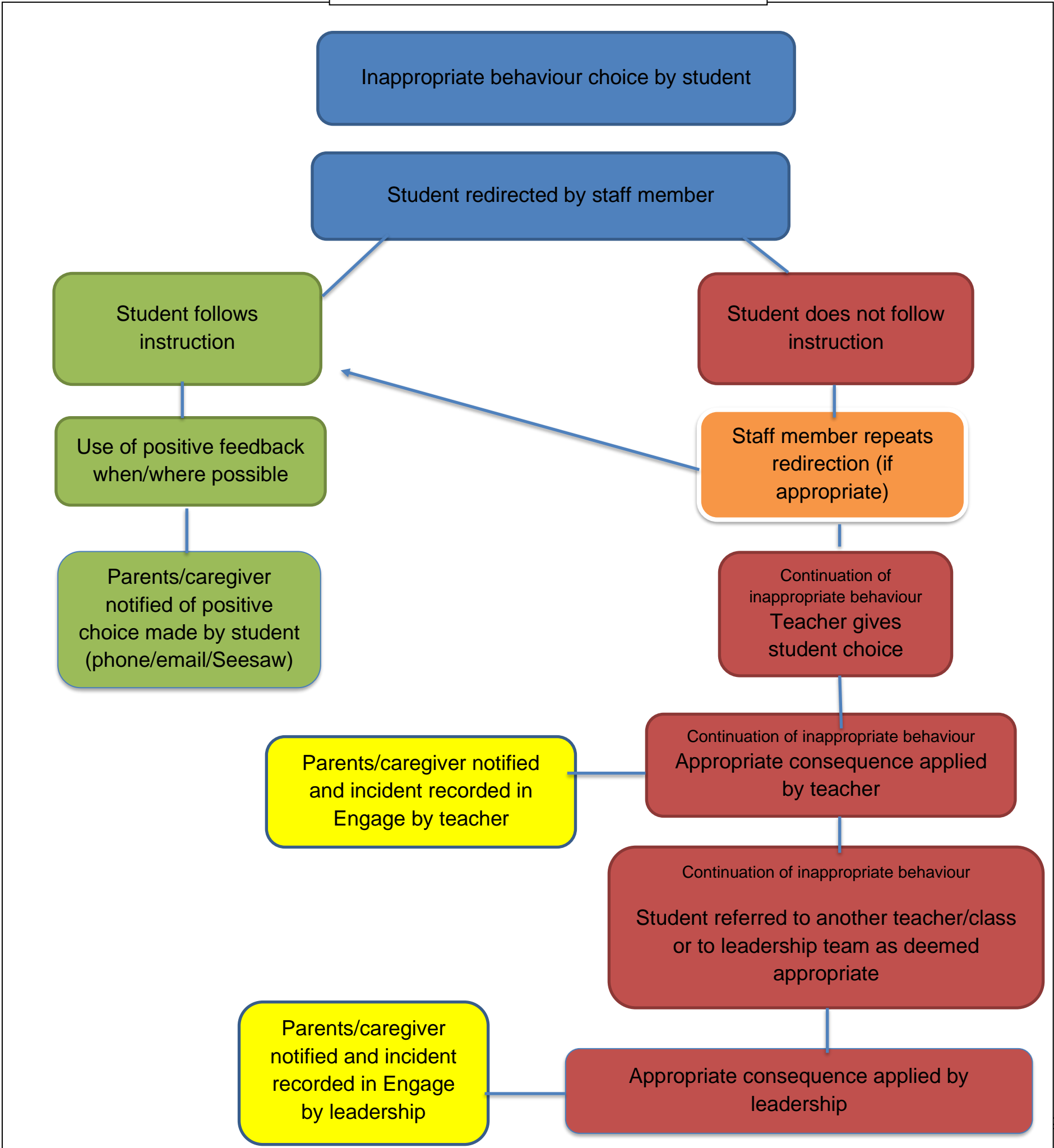


**Effective Behaviour Management at St Rita's School**

Positive Feedback  
Positive Supportive Strategies  
Essential Skills:  
\* Descriptive Encouraging  
\* Verbal redirection of learning

\*Cueing with parallel acknowledgement  
\*Description of reality

Please note: Major incidents of behaviour not following the St Rita's Way will be directed straight to leadership



## Levels of Behaviour and Consequences

### Level 1 Behaviours and their Consequences

The aim of this level is to assist the student to be aware of behaviours they are choosing which are contrary to the St Rita's Way, not consistent with the values or behavioural expectations and which are hindering theirs and/or other's learning. These would usually be short term.

Level one behaviours are low level/minor misbehaviours and the consequence should be natural and relative to the behaviour. Resolve problems with teacher through questioning and discussion.

Examples of Level 1 Behaviours	
Calling out	Not sitting on chairs properly
Not listening	Not wearing uniform correctly
Forgetting manners	Taking shoes off at play/before going home
Making noises	Talking in line
Walking around the classroom	Running on cement
Pulling faces	Not wearing hat
Slow to start work	Scribbling on books
Off task	Drawing on self
Untidy desk	Not having items needed for the day
Answering for others	Disturbing others
Not minding own business	Not playing games by the rules
Telling tales	Littering
Bossing others around	Eating chewing gum
Fidgeting	Talking in class when asked not to.
Minor gestures- rolling eyes, shrugging shoulders (secondary behaviours)	Incidental swearing
Not sharing or taking turns	Speaking when a teacher is speaking.
Eating in class	Not completing or handing in homework
Not lining up in the correct manner	Taking someone else's equipment without asking
Speaking rudely to a peer	

### Teacher Steps

ESSENTIAL SKILLS (ESCM) – least to most obtrusive

Top 5

- Descriptive encouraging, Cueing with Parallel Acknowledgement, Verbal redirection to Learning, Description of Reality and Individual Close Talk.
- Tactically ignore/Selectively attend to the behaviour if it is not disturbing others
- Physical proximity
- Redirection to learning – Non-verbal preferably
- Restatement of The St Rita's Way

Most students will change their behaviour by using ESCMs Top 5 at level one behaviours. If behaviours persist, follow the process outlined on the Classroom Management Flowchart.

### Suggested Consequences

(Teacher Directed – class records kept)

- Give choice
- Loss of learning time made up at lunchtime (10min)
- Re-entry process
- An individual celebration chart would be appropriate to assist the student to modifying their behaviours
- Use of Warning Charts – move name etc.

### Level 2 Behaviours and their Consequences

Level Two behaviours can be repeated level one behaviours or behaviours of a more serious nature. Again, the aim of this phase is to assist the student to be more aware of behaviours they are choosing which aren't in line with the values or behavioural expectations and which are hindering theirs and/or other's learning. These would usually be short term, but could be longer term. They may be one off occurrences or repeated behaviours.

### Examples of Level 2 Behaviours

Continued level one behaviours Rude gestures	Minor defiance or disobedience
Back chatting to teachers (tone)	Disrespectful tone Pushing or shoving
Poor behaviour on excursion/event/function	Teasing others
Graffiti and minor destruction	Bad sportsmanship
Writing on someone else's work	Petty theft - taking to keep
Lying with evidence or admission	Throwing objects at other students
Not admitting responsibility for actions	Ostracise others from a group
Treating equipment roughly	Conversational swearing
Deliberate Littering	

### Teacher Steps

(Teacher Directed – anecdotal class records kept)

Students who choose behaviours at Level 2, require an immediate natural consequence which is teacher directed and supervised. Recording of behaviour in ENGAGE may be necessary.

### Suggested Consequences

This may include:

- Time out in the classroom
- Loss of a privilege
- Restoration of relationship
- Apology
- Community service
- Communication with parents is required.
- Use of Timeout Reflection Sheets
- Re-entry

### Level 3 Behaviours and their Consequences

The aim of this level is to provide the student with high level support to replace behaviours which are not consistent with the St Rita's Way. These behaviours may include repeated occurrences of the identified Non-negotiable. These behaviours may be longer-term.

### Examples of Level 3 Behaviours

Continued level two behaviours	Misuse of devices, email or inappropriate online behaviour (ICT User Agreement)
Disobeying teacher's instructions - Major defiance	Leaving school grounds without permission
Deliberate destruction of property	Ganging up on others
Inappropriate use of school digital devices and technology	Directed and/or aggressive swearing
Intentional harm to another student	Biting
Bullying behaviours – repeated and targeted	Major dishonesty

### Teacher Steps

- Act in a calm manner (even if you aren't feeling calm)
- Behave as though you are confident (even if you aren't)
- Do what you planned and said you would do
- Consider removing the class from the situation if necessary
- Call for assistance if necessary
- Take a short break if you need to and are able to (be responsible for your emotions and behaviours)
- Reassure the class
- Debrief with a colleague privately and professionally (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take notes in objective language and date and sign it
- Consider implementation of positive behaviour support plan

### Suggested Consequences

(To be dealt with at a leadership - teacher level)

- Principal or APRE meets with parents with teacher present
- Further community service
- Incident/behaviour recorded on the ENGAGE
- Withdrawal from in and out of school activities
- Reference to the Diocesan Detention/Suspension and Exclusion Policy

At Level 3, the Leadership team is involved in managing the behaviours in consultation with the teacher.

### **Level 4 Behaviours and their Consequences**

*Behaviours at this level are considered an extreme breach of the St Rita's Way.*

#### **Examples of Level 4 Behaviours**

Continued level three behaviours	Stealing other's possessions
Serious Physical Aggression, Fighting (Major physical violence)	Wilful property damage / Vandalism
Verbal abuse of staff and other adult supervisors	Threats of violence against others
Racial harassment	Gender harassment
Sexual harassment	Spitting at others

When there has been an extreme breach of the St Rita's Way (includes but not limited to physical or verbal violence) students will experience a consequence which will be decided upon by the classroom teacher and Leadership Team.

This may include but not be limited to:

- Parental contact with a follow up meeting (compulsory)
- Internal suspension for a set length of time and loss of contact with the class and loss of privileges
- External suspension for a set length of time with a re-entry process.

Parents are required to come to the school and take their child home. This is followed by close monitoring.

This sends a very strong message to the student and parents that the student's behaviour was extremely unacceptable and unwelcome at St Rita's. It also provides the school community the opportunity for distance from that child as they have most likely violated trust and broken relationships. In the spirit of restorative justice, upon the child's return to school, they engage in a process of 'making things right' with those they have affected.

This level is always at the discretion of the Principal/Leadership Team and is in accordance with the Diocesan Policy for Suspension and Exclusion.

#### **Teacher Steps**

- Consider safety of others
- Send for assistance
- Avoid escalating the situation by communicating aggression in any form (physical or verbal)
- Maintain calmness and detachment
- Remain firm but positive
- If deemed appropriate to do so, give choices
- Act in a calm manner (even if you aren't feeling calm)
- Behave as though you are confident (even if you aren't)
- Do what you planned and said you would do
- Consider removing the class from the situation if necessary
- Call for assistance if necessary
- Take a short break if you need to and are able to (be responsible for your emotions and behaviours)
- Reassure the class
- Debrief with a colleague privately and professionally (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take notes in objective language and date and sign it, record on Engage
- Review positive behaviour support plan

#### **Suggested Consequences**

- Parents involved
- Exercise the Diocesan Detention, Suspension and Exclusion Policy
- Withdrawal from all classroom/school activities
- Loss of privileges including attendance at visiting performances
- At this stage in the process, all consequences are coordinated through the Principal and/or APRE.
- Parents are contacted at each point in Level 4.

**Level 5 Behaviours and their Consequences***Extreme Breach of Code of Behaviour.***Example of Level 5 Behaviour**

Continued level four behaviours	Major vandalism
Bringing to school or using weapons	Major theft
Bringing to school or using drugs	Bringing pornography to school

**Teacher Steps**

- Consider safety of all
- Send for assistance
- Avoid escalating the situation by showing aggression in any form
- Remain calm and positive
- Calm the student involved.
- Remove either student or other students from the area










**Consequences**

- Diocesan Detention, Suspension and Exclusion Policy is followed
- Manager School Development - Primary is advised and consulted
- At this stage in the process, all consequences are coordinated through the Principal or APRE.
- The Principal acts in accordance with the Diocesan Policy 'Student Management – Suspension and Exclusion'

The steps for formal sanctions usually indicate that the school will:

- clearly identify the problem and the individual involved;
- indicate clearly to the student the nature of the unacceptable behaviour and the possible consequences;
- ensure written records of the incident/s and the action taken with the student are kept;
- in discussion with parents outline the situation and possible courses of action to take;
- expect that suspension be employed prior to any action leading to exclusion;
- work from least to most intrusive intervention strategies. But if the support offered by the school is not effecting the desired improvement, then the seriousness of the situation must be conveyed to the student and parents;
- consult with, or refer to, Cairns Catholic Education Services, as appropriate.



<h1>THINK SHEET</h1>	
<p><b>What happened?</b></p>	<p><b>How are you feeling now?</b></p> <div>  angry            sad            happy         </div> <div>  silly            tired            worried         </div> <div>  surprised            scared            cranky         </div>
<p><b>How did what happened affect others?</b></p>	<p><b>What do you think you need to do to make things right?</b></p>
<p><b>Teacher Comment:</b></p>	



Date:

Student Signature:

Parent Signature:






## What happened?

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Community	Faith	Learning	Justice	Respect

How did what happened affect others? \_\_\_\_\_

What do I need to do to make things right?\_\_\_\_\_

If I choose to not follow the St Rita's Way again, I understand I will have another consequence.

Student: \_\_\_\_\_ Parent: \_\_\_\_\_ Teacher: \_\_\_\_\_

Teacher's Comment:

Appendix C: Links to Values Templates (for posters)