

Holy Cross Kincumber Behaviour Support Guidelines 2025

HOLY CROSS BEHAVIOURAL EXPECTATIONS

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



Holy Cross Kincumber School Values Poster

PBIS FRAMEWORK

The whole school approach is based on the [Positive Behavioural Interventions and Supports \(PBIS\) Framework](#), also known as Positive Behaviour for Learning (PBL). It focuses on creating and sustaining a multi-tiered approach to prevention and intervention for behaviour. See Appendix for further details.

PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

Holy Cross Kincumber implements a positive behaviour schoolwide system approach that includes proactive strategies for defining, teaching, and supporting appropriate student behaviour.

Our expectations are:

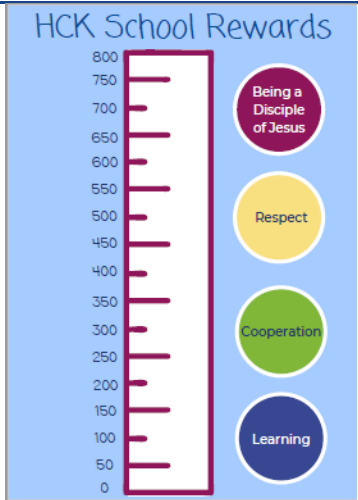
- explicitly taught during class time
- outlined during whole school assemblies
- referred to during all aspects of school life
- promoted through our GEM Leaders, allocated from each class
- displayed through our merit awards
- encouraged by our SRC and student leaders
- incorporated in PDH programs using resources such as Worry Woos, Friendly Schools, Zones of Regulation, Rock and Water and The Resilience Project.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

Holy Cross community is committed to encouraging positive behaviour through the following strategies:

- Verbal acknowledgement, e.g. recognition of how behaviours affect others, praise
- Non-verbal acknowledgement, e.g. smile, gestures, nod, thumbs up, proximity
- All class teachers will explicitly teach and reward behaviours that are consistent with our school values – We are: ‘Disciples’, ‘Respectful’, ‘Cooperative’ and ‘Learners’. When a student displays a positive behaviour, they are rewarded a point. Teachers display these points as a tally at the front of the classroom. The SRC representatives will collect all classroom points each week and collate them as a whole school amount. When the whole school has reached a particular set amount of points a reward will be given to the whole school.

Suggested whole school rewards:

Points	Possible Rewards	
300	10 minutes extra play, 10 minutes in class activity of choice e.g. mindfulness colouring, craft, game, free time, listen to music.	
600	15 minutes extra play, 15 minutes in class activity of choice e.g. mindfulness colouring, craft, game, free time, listen to music, paper aeroplane competition, slipper day.	
800	Sports fun afternoon, mufti day, movie afternoon, ice blocks, end of day disco, sausage sizzle.	

- All teachers will display the school values posters in their rooms and regularly refer to them.



Holy Cross Kincumber Individual School Values Posters

- Each class teacher may develop their own systems of acknowledgement and reinforcement within their class that are student focused; both intrinsic and extrinsic methods can be implemented. Intrinsically motivated positive behaviours for learning are our goal, however we recognise that some students require additional support to achieve positive behaviour for learning through extrinsic motivation; the gradual release of such rewards is key to developing intrinsically motivated students. These rewards systems should have a connection to the whole school rewards to maintain a consistent whole school approach.

At every effort, staff will recognise and acknowledge the efforts from all students in their class whether it is in the academic, sporting, social or behavioural areas. A major focus will be on the PBL/school value focus that the classroom teacher is working on at that time.

- Comments in student workbooks
- Being chosen for responsibilities
- Class visits sharing of work/achievements
- Publicly acknowledging appropriate behaviours from groups of students at assemblies
- Merit Awards (three per class) will be presented at an assembly in weeks 3, 6, and 9. Class teachers, Teacher librarian, Music teacher and PE teacher may nominate children for Merit Awards, and these may be given in collaboration with the class teacher. One of these awards will be linked to our school values
- Student Expected Behaviour Matrix, Behaviour Flow Chart (student-friendly version) and the Behaviour Matrix (see below) will be displayed in all classrooms. Students will be introduced or reminded of these documents at the beginning of each year and regularly referred to throughout the school year.

OUR BEHAVIOUR MANAGEMENT GUIDELINES ARE COMMUNICATED TO THE SCHOOL COMMUNITY

- included in orientation information to students and families
- displayed in the classroom, on the playground, and on the school website
- added to our parent handbook.

PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

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

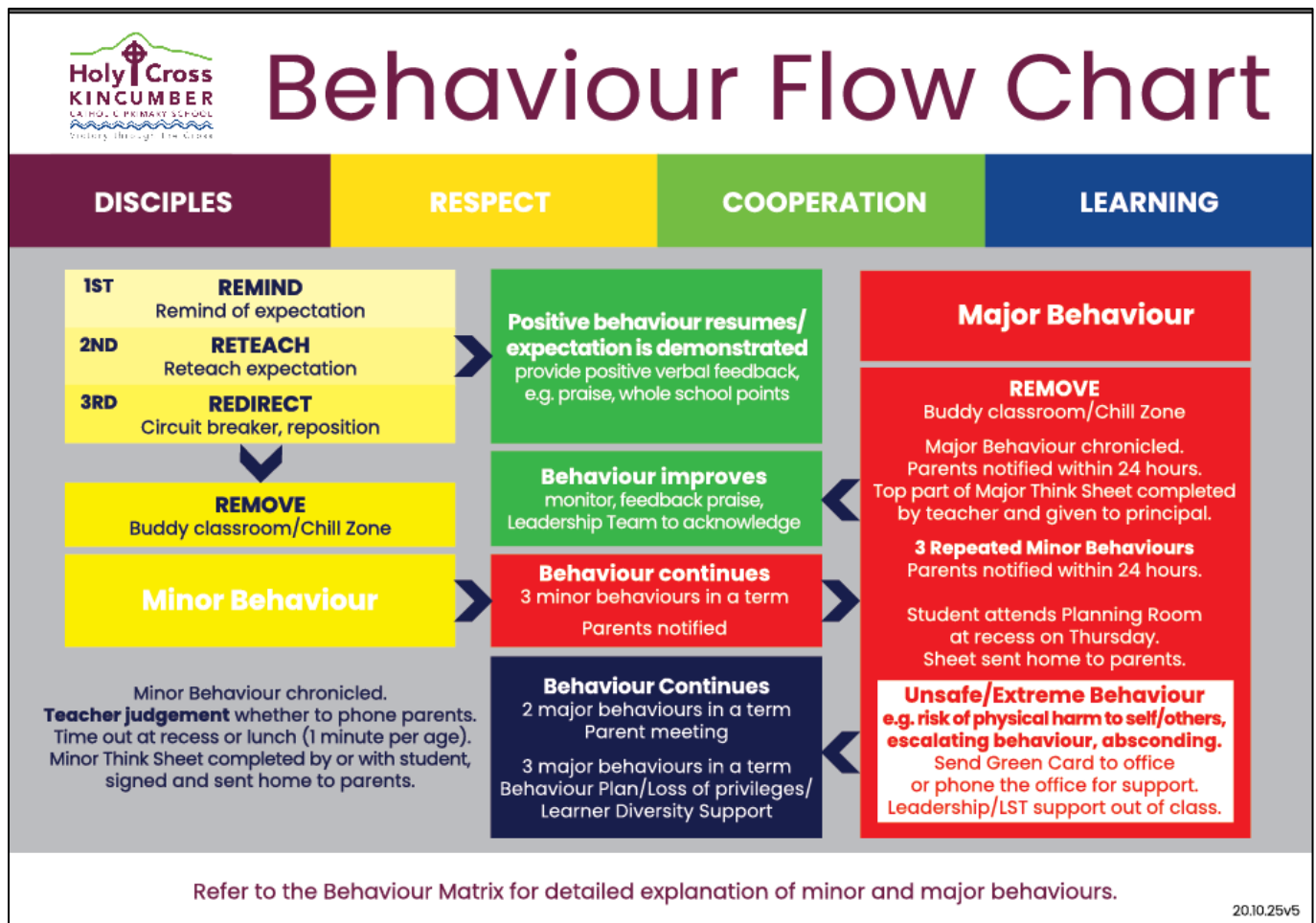
Our focus is to take a proactive and positive approach to behaviour. Expected behaviours will be explicitly taught and reinforced throughout the year as required, based on data collected.

Strategies to assist students' positive behaviour include:

- targeted social skills instruction
- increased adult monitoring and positive attention

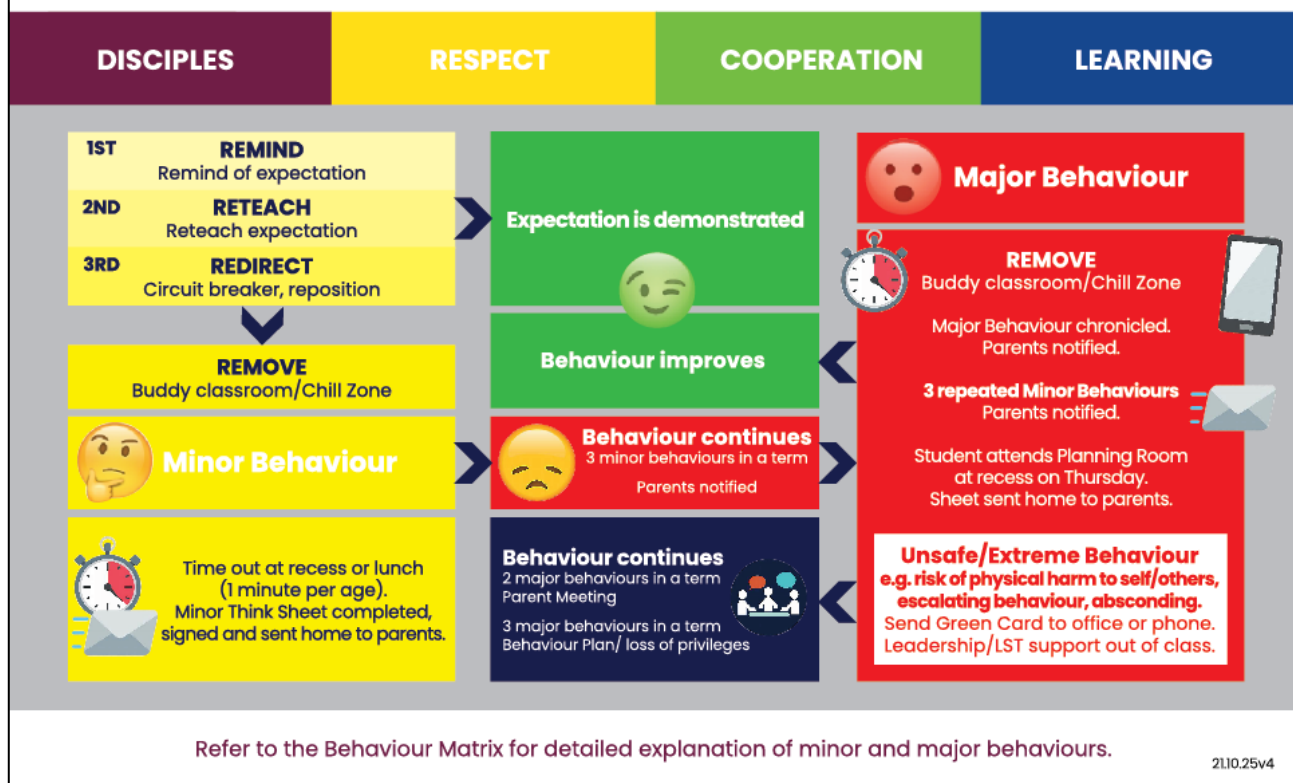
- specific/regular daily feedback
- progress monitoring of behavioural goals for students on behaviour plans.

Staff are to be aware and implement the Behaviour Flow Chart consistently to determine teacher managed inappropriate behaviours and school leadership referred inappropriate behaviours.



Behaviour Flow Chart

Behaviour Flow Chart




Behaviour Flow Chart (Student-Friendly Version)

Student Expected Behaviour Matrix

EXPECTATIONS	ALL SETTINGS	PLAYGROUND	TOILETS	CHURCH	OFFICE	USING TECHNOLOGY
WE ARE RESPECTFUL	Use kind words and actions Take care of school and other's property Keep my area clean Walk when indoors or outside on hard surfaces Clean hands	Wear a hat when outdoors Eat my own food and drink Sit and eat during eating time until dismissed	Inform teacher on duty of any problems Turn off taps properly No playing One student per cubicle, close door, allow privacy	Walk in and sit quietly Be reverent and prayerful	Wait quietly for your turn	Do not share personal information over the internet Put device away Gently disconnect chargers from ports Do not view or use inappropriate content
WE ARE COLLABORATIVE	Right place at the right time Own my own behaviour Compromise Work in partnership with others	Stay in bounds Play fairly and stick to the rules of the game	Stay in pairs	Be a good role model to others (buddies)	Stay in pairs Get teacher permission (office pass) when on the playground	Use devices for the allocated task only Do not publish or email pictures without checking with a teacher Tell the teacher if you receive messages you don't like
WE ARE LEARNERS	Follow teacher instructions Come prepared to learn Follow appropriate noise levels Stay on task Right place, right time Listen actively	Use the bathroom during break times Be in class lines by the time the music finishes at the end of breaks	Get teacher permission first Return to class promptly afterwards	Be actively involved Listen to the speaker	Return promptly to class	Use technology for educational purposes Use software and websites that have been approved by the teacher Do not take photos of videos unrelated to learning
WE ARE DISCIPLES	Include others Help others Consider the feelings of others Be an upstander (stand up for what is right)	Invite others to play Look out for people who are sad or lonely Inform the teacher on duty of any problems	Leave the toilet and sink clean and tidy	Participate with grace and courtesy in mass Participate in responses and hymns	Accompany a friend to the office if they are sick or unwell (get teacher permission first)	Keep my passwords to myself and do not use other's passwords Tell the teacher if you see anything you don't like Do not copy other people's work and call it my own

Student Expected Behaviour Matrix

HCK BEHAVIOUR MATRIX

<div>  <h1>Behaviour Matrix</h1> </div>			
MINOR BEHAVIOUR		MAJOR BEHAVIOUR	
COOPERATION	LEARNING	COOPERATION	LEARNING
We play fairly <ul style="list-style-type: none"> out of bounds cheating We work in partnership with others <ul style="list-style-type: none"> not working collaboratively with others, e.g. annoying others, not fulfilling their group role taking someone's property without asking We own our own behaviour <ul style="list-style-type: none"> lying and dishonesty refusing to apologise 	We allow others to learn <ul style="list-style-type: none"> disrupting others while learning, e.g. talking excessively, making loud or repetitive noises, screaming or yelling outside of the classroom, wandering around the room We listen actively <ul style="list-style-type: none"> inappropriate interruption to learning, e.g. talking over the top of others, calling out We engage in learning to the best of our ability <ul style="list-style-type: none"> task refusal, task avoidance, tardiness, e.g. late from recess or lunch 	REPEATED AND ONGOING MINOR BEHAVIOURS We play fairly We work in partnership with others We own our own behaviour <ul style="list-style-type: none"> theft of school or personal property 	REPEATED AND ONGOING MINOR BEHAVIOURS We allow others to learn We listen actively We engage in learning to the best of our ability
DISCIPLES	RESPECT	DISCIPLES	RESPECT
We are inclusive <ul style="list-style-type: none"> excluding others, e.g. not allowing someone to play, not wanting to work with someone We help others <ul style="list-style-type: none"> not following teacher's instructions not helping to pack away equipment We consider the feelings of others <ul style="list-style-type: none"> pushing in front of someone not sharing equipment, eg. sports, play, or classroom equipment 	We use kind words and actions <ul style="list-style-type: none"> deliberate, low level physical contact, e.g. poking, soft push, rough play low level use of inappropriate language, or swearing not directed at someone speaking disrespectfully, e.g. answering back, unkind words We make good choices <ul style="list-style-type: none"> failure to respond to a teacher request leaving class without permission We care for our property and appearance <ul style="list-style-type: none"> littering, wearing uniform inappropriately, low intensity misuse of property 	REPEATED AND ONGOING MINOR BEHAVIOURS We are inclusive We help others We consider the feelings of others	REPEATED AND ONGOING MINOR BEHAVIOURS We use kind words and actions <ul style="list-style-type: none"> offensive or dangerous physical contact, e.g. punching, kicking, spitting, tackling abusive or high intensity language bullying (ongoing harassment) We make good choices <ul style="list-style-type: none"> leaving the school grounds making a phone call We care for our property and appearance <ul style="list-style-type: none"> substantial destruction of property technology misuse (refer to ICTL user agreement)

Minor and Major behaviour data is recorded on 2 separate forms.

Holy Cross Think Sheet (Minor)

Dear Parent / Care,

Your child _____ from _____ class was spoken to today by _____



He / She _____

Location: _____ Date: _____ Time: _____


During time out today your child had the opportunity to reflect on their behaviour. Could you please discuss this incident with your child? Following this please sign and return this form to your child's teacher. We appreciate your support as we work together to guide your child.

All Holy Cross Catholic School we believe in:			
Being Disciples of Jesus	Respect	Cooperation	Learning
We play fairly	We care for our property and appearance	We work in partnership with others	We listen actively
We help others	We make good choices	We own our own behaviour	We engage in learning to the best of our ability
We consider the feelings of others	We use kind words and actions		We allow others to learn



1. My Behaviour (What I did):

  The school rule I did not follow was...

2. Feelings (How others felt):

 Who affected others by...

3. Moving Forward (Next time I will):

Teacher's Signature _____ Student Signature _____ Principal Signature _____ Parent Signature _____

Minor Think Sheet

Holy Cross Think Sheet (Major)

Dear Parent / Care,

Your child _____ from _____ class was spoken to today by _____



He / She _____

Location: _____ Date: _____ Time: _____


During time out today your child had the opportunity to reflect on their behaviour. Could you please discuss this incident with your child? Following this please sign and return this form to your child's teacher. We appreciate your support as we work together to guide your child.

All Holy Cross Catholic School we believe in:			
Being Disciples of Jesus	Respect	Cooperation	Learning
We play fairly	We care for our property and appearance	We work in partnership with others	We listen actively
We help others	We make good choices	We own our own behaviour	We engage in learning to the best of our ability
We consider the feelings of others	We use kind words and actions		We allow others to learn



1. My Behaviour (What I did):

  The school rule I did not follow was...

2. Feelings (How others felt):

 Who affected others by...

3. Moving Forward (Next time I will):

Teacher's Signature _____ Student Signature _____ Principal Signature _____ Parent Signature _____

Major Think Sheet

Minor Data

- The teacher who gives the Minor Think Sheet is responsible for chronicling the Minor Behaviour on Compass. The student's class teacher is notified.
- Time Out is 1 minute per age.

MINOR THINK SHEET #1 – Teacher completes Think Sheet. Teacher sends Think Sheet home.

MINOR THINK SHEET #2 – Teacher completes Think Sheet. Teacher sends Think Sheet home.

MINOR THINK SHEET #3 – Teacher completes Think Sheet. Teacher sends Think Sheet home.

3 MINOR THINK SHEETS = MAJOR BEHAVIOUR (PLANNING ROOM REFLECTION TIME)

Class teacher informs the student's parent within 24 hours. Class teacher writes the student's name and the date on the Planning Room Reflection sheet and places in the principal's tray in the office. The student attends the Planning Room at recess on Thursday to complete a Planning Room Reflection sheet (see below).

Leadership Team member will enter the repeated Minor Behaviour chronicle on Compass as a Major Behaviour.

Major Data

- Students receive Major think sheets for repeated Minor behaviours (3 think sheets within a term), or major incidents (refer to Behaviour Matrix guidelines above).
- The teacher who gives the Major Think Sheet is responsible for chronicling the Major Behaviour on Compass. The student's class teacher is notified.
- Time Out is 1 minute per age.

MAJOR THINK SHEET #1

- Teacher completes the top part of the form (name, what happened, location, date, and signs the form at the bottom).
- Teacher phones the parent within 24 hours advising that the student will attend the Planning Room on Thursday at recess in the library and the Think Sheet will go home on that day.
- Major Think Sheet is not sent home. Teacher places it in the principal's tray in the office.
- Student attends the Planning Room in the library on Thursday at recess.
- Student completes the Major Think Sheet with a member of the Leadership Team.
- Major Think sheet is sent home in an envelope at the end of the day.

MAJOR THINK SHEET #2

- As above
- In addition, parents are phoned by the school principal to attend a parent meeting.

MAJOR THINK SHEET #3

- As above

- In addition, parents are phoned by the school principal to attend a parent meeting to develop a Behaviour Plan for the student. Other avenues may also be explored, e.g. consultation with the Learner Diversity Team or a Risk Assessment Plan.
- Student will lose a privilege, e.g. not take part in the end of term whole-school reward

PLANNING ROOM REFLECTION SHEET Name: _____ Date: _____ 3 Minor Think Sheets this term Major Think Sheet 1. Why am I here? What HCK Value did I not follow? Please circle. <div> <div> Being Disciples of Jesus We are inclusive We help others We consider the feelings of others </div> <div> Respect We care for our property and appearance We make good choices We use kind words and actions </div> <div> Cooperation We get ready We work in teams We follow rules We follow directions </div> <div> Learning We listen actively We engage in learning We allow others to learn </div> </div>		Dear Parents/Caregivers, Your child has received three Minor Think Sheets this term and has now visited the Planning Room to complete a Major Think Sheet, reflecting on ways to improve their behaviour. This process aligns with our behaviour guidelines. If a student receives three Major Think Sheets in a term, they will lose certain privileges, such as miss out on the whole-school reward. In that case, we will also arrange a meeting with you to develop a Behaviour Plan to support your child. Thank you for your support. Please sign below and return to school the following day. Student Signature: _____ Principal/Assistant Principal Signature: _____ Parent/Carer Signature: _____ Date: _____ Follow up: _____
2. What do I need to help me change my behaviour? _____ _____ _____		
3. What would I do differently next time? Write or draw a plan to help you to make a better choice in the future. <div style="border: 1px solid black; height: 100px; width: 100%;"></div> Please turn over		

Planning Room Reflection Sheet

PROCEDURES FOR RECORD KEEPING AND MONITORING

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

- Recording behavioural incidents electronically in the Compass Behaviour Chronicles, capturing details such as the time, date, and location of the incident, along with the student's name, class, teacher, and any other individuals involved.
- The Wellbeing Team meets twice each term to monitor student behaviour and review collected data on behavioural incidents, enabling the identification of patterns, triggers, and timing. Prevention and intervention strategies are discussed and developed, with key insights regularly shared with school staff during communication meetings.

PROCEDURES FOR RESPONDING TO CHALLENGING/AT RISK BEHAVIOURS

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

Students displaying challenging or at-risk behaviour can be identified by teachers or from data collected from the Behaviour Incident Tracking Form. This information is collected by the Wellbeing Team and intervention strategies will be developed in collaboration with the classroom teacher.

Our school may implement the following strategies to support and manage challenging/at risk behaviour:

- Seek advice from support services, for example, School Counsellor, Learning Support Teacher, School Leadership Team, CSO Pastoral Care and Wellbeing Team, Special Needs Team, Community Mental Health Support Teams
- Behaviour Management Support Plans
- Student Counselling.

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

SERIOUS INCIDENTS

Under certain circumstances, staff may be required to make a response to a serious incident presented by a student. Emergency and critical incident responses may be required and include procedures for emergency evacuation, lock down procedures, or first aid. Serious incidents will be managed by the school leadership team and documented in the school incident record file.

Critical incident management is informed by the CSBB Guide for Managing Critical Incidents in Schools. (found on CONNECT)

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

ROLES & RESPONSIBILITIES

The following table highlights the roles and responsibilities of key stakeholders:

Principal/ Leadership Team	Staff	Student	Parents	Catholic Schools Broken Bay
Ensure a safe, secure and harmonious learning environment for students and staff.	Implement the DSS Behaviour Support Policy and school Behaviour Support Guidelines.	Act appropriately, respecting individual differences and diversity.	Support the DSS Behaviour Support Policy and Sustaining Strong Catholic School Communities Policy and school Behaviour Support Guidelines.	Support schools to implement the DSS Behaviour Support Policy and school Behaviour Support Guidelines
Monitor the implementation of the DSS Behaviour Support Policy and school Behaviour	Respect and support students.	Act as responsible digital citizens.		
	Model appropriate	Follow the school behavioural	Treat all members of the	Provide support to Principals in the management of challenging/or

<p>Support Guidelines.</p> <p>Ensure staff are provided with training and development opportunities in behaviour management as required.</p> <p>Ensure that students receive explicit instruction on the school's behavioural expectations/school rules.</p> <p>Ensure records of behaviour incidents will be kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour.</p> <p>Provide access to the DSS Behaviour Support Policy and school Behaviour Support Guidelines.</p> <p>Ensure that all major disciplinary actions involving suspension, transfer, expulsion or exclusion from school are managed in accordance with procedures outlined in the</p>	<p>respectful behaviour.</p> <p>Use pedagogical practices that promote a safe and supportive learning environment to optimise learning and wellbeing.</p> <p>Respond in a timely manner to incidents of inappropriate/challenging/or at-risk behaviour according to the school's Behaviour Support Guidelines.</p>	<p>expectations (rules).</p> <p>Act as responsible bystanders or 'up-standers' for others who are being disrespected.</p> <p>Report incidents of inappropriate/challenging/or at-risk behaviour to teachers/school counsellor.</p> <p>Seek support if they need help with behaviour or relationship matters such as, resilience, bullying or cyberbullying incidents.</p>	<p>school community with dignity and respect.</p> <p>Support their children to adopt positive pro-social behaviours (inclusive of online behaviour).</p> <p>Work collaboratively with the school to resolve behaviour matters.</p> <p>Report incidents of inappropriate/challenging/or at-risk behaviour according to the school's guidelines.</p> <p>Sees CSBB Parent Charter</p>	<p>at-risk behaviour.</p>
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DSS Behaviour Support Policy.				
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