



peace PATIENCE  
KINDNESS  
Goodness FAITHFULNESS  
GENTLENESS



# St Lawrence's Primary

*Student Engagement & Wellbeing*

*Guidelines*

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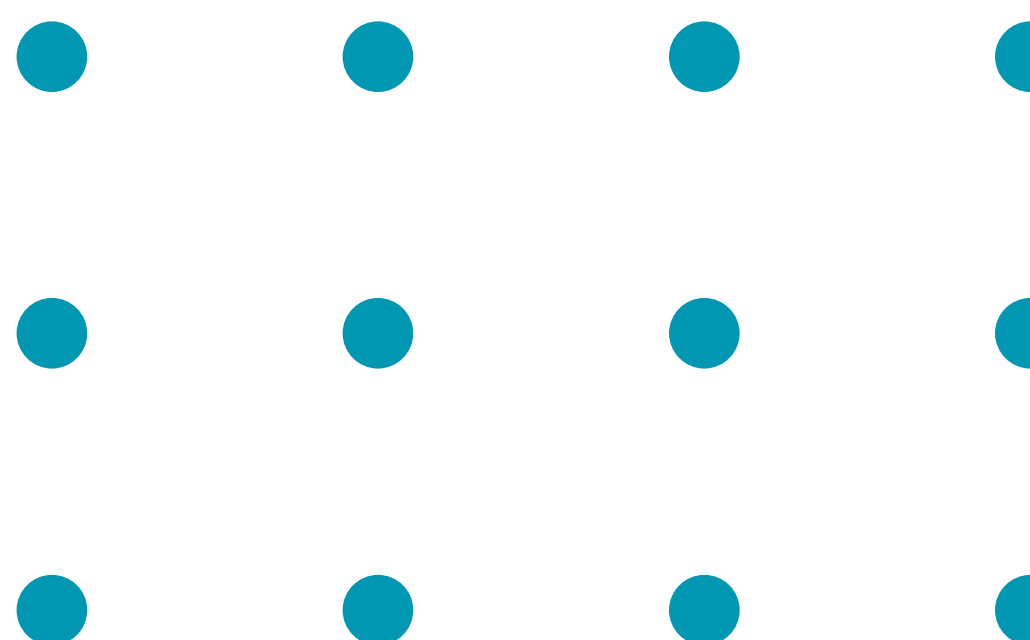
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# Rationale:

*"I have come that they might have life to the full"*

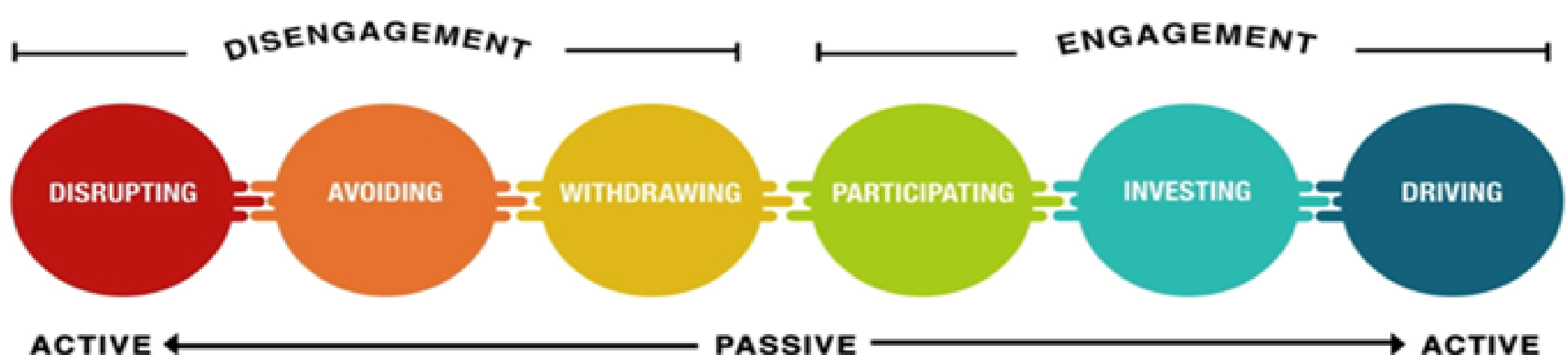
*John 10:10*

Our Student Engagement and Wellbeing Guidelines reflect our evolving understanding of student behaviour and the conditions that help young people thrive. We now view behaviour through the lens of learner engagement and recognise that a student's actions often communicate unmet needs rather than simple compliance. When students feel safe, supported, and understood, they are more likely to be connected to school and active participants in their learning.

These guidelines help us build an inclusive educational environment where every student is known, valued, and cared for, and where all students can learn to their fullest ability. Positive and respectful learning environments promote wellbeing, engagement, and improved academic achievement. Guided by the Berry Street Education Model, our school embraces a preventative, positive, student-centred approach that strengthens the partnership between school, family, and community. We recognise the importance of consistent, predictable adults and routines, in fostering trust, regulation, and readiness to learn. By understanding the "why" behind behaviour, we respond with compassion, clarity, and practices that support student wellbeing and meaningful engagement.

St Lawrence's is dedicated to nurture every student's wellbeing – academically, socially, emotionally, and spiritually – within the richness of our Catholic identity. We walk alongside families to support each child's development, creating safe, inclusive, and engaging environments across both classrooms and play spaces. Our whole-school approach integrates faith formation with positive behaviour support and evidence-based, trauma informed practices, ensuring that our expectations, language, and daily routines are consistent, compassionate, and grounded in our shared values.

## CONTINUUM OF LEARNER ENGAGEMENT



# Aim & Principles

## Aim

- Build a positive culture of learning where expectations are explicit, consistent, and explicitly taught.
- Foster emotional literacy, self-regulation skills, and the development of healthy, respectful relationships.
- Respond to behaviour using restorative, educational, and developmentally appropriate approaches.
- Use data to identify emerging needs early and deliver supports across Tiers 1–3 with accuracy and consistency.
- Strengthen partnerships with families and the parish community to support each child's holistic development, covering the dimensions of life (spiritual, religious, physical, intellectual, emotional, social, cultural).

## Principles

- We acknowledge and accept that being safe and supported at school is essential for every member of our community's wellbeing and learning, which also fulfils the school's child safety responsibilities.
- We explicitly teach, model, and acknowledge expected behaviours aligned to our Catholic values.
- We encourage the active participation of all school community members in developing and maintaining a safe school community, where diversity is valued.
- We implement a whole-school, evidence-informed approach that is proactive, preventative, and restorative.
- We use these guidelines to protect the rights of all individuals, where processes, responses, and positive supports are clearly defined and known by the school community.



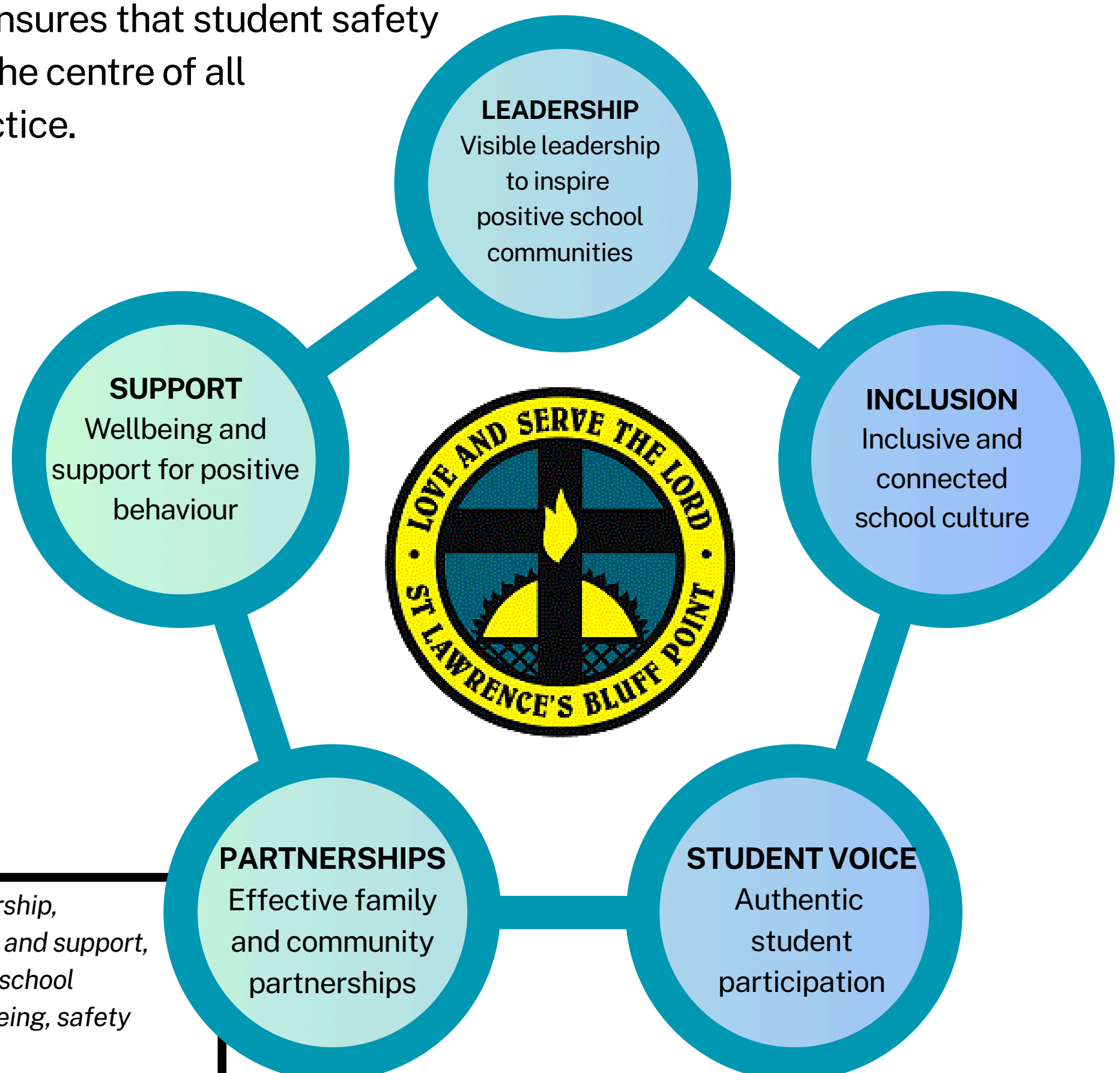
# School Guidance and Governance:

## *Behaviour, Safety & Wellbeing*

Student engagement, behaviour, and wellbeing - including the way we respond to bullying, harassment, and violence - are governed by the Guide to Registration Standards and Other Requirements for Non-Government Schools and are aligned with the CEWA Executive Directives on Student Behaviour and Student Safety and Wellbeing. The can be found at: <https://policy.cewa.edu.au/>

Our Bullying Prevention Framework is currently in development and will complement these Student Engagement and Wellbeing Guidelines. In alignment with the URSTRONG approach, it will provide a clear, whole-school plan for preventing and responding to bullying by strengthening positive relationships and fostering a culture of kindness.

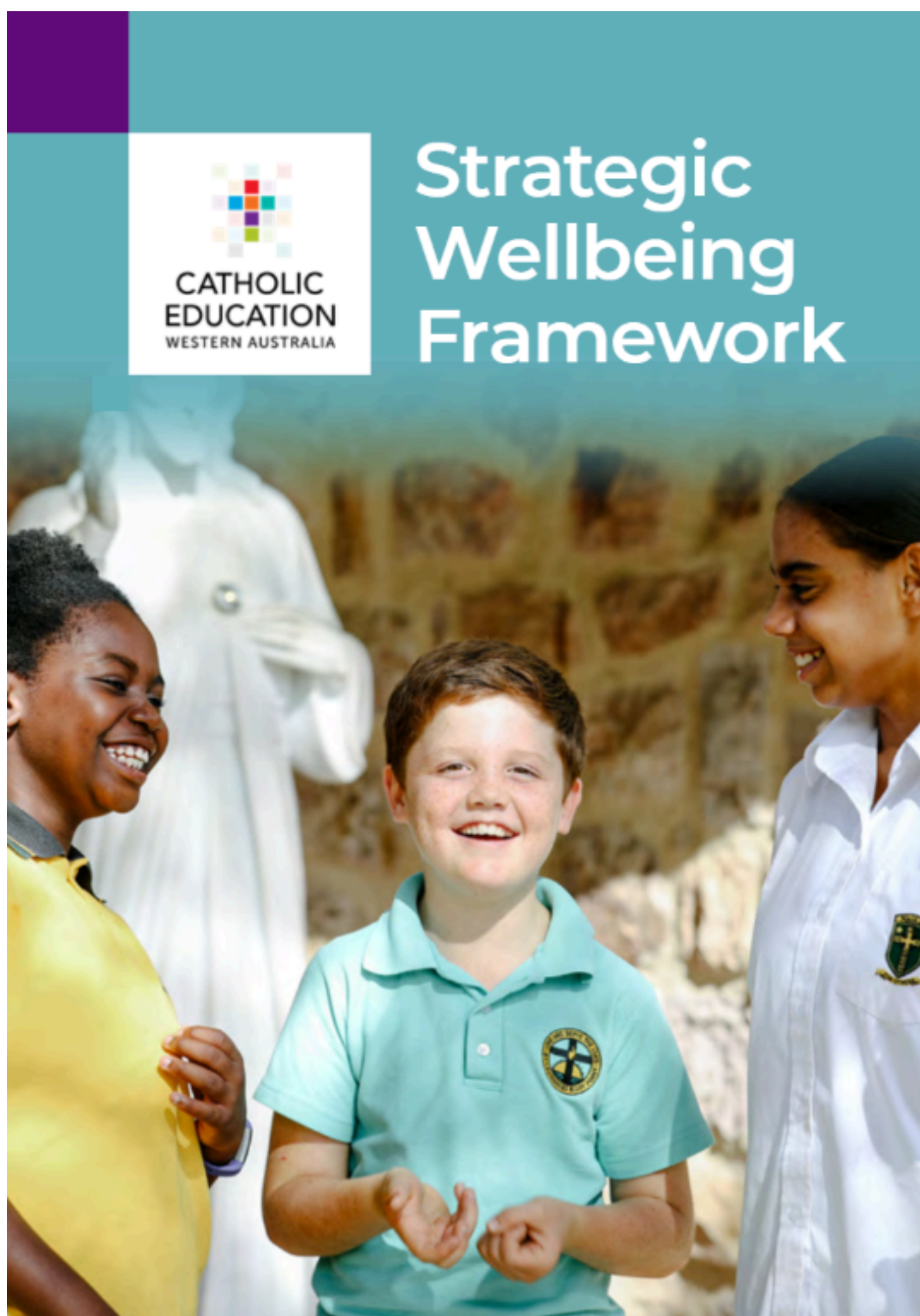
Our work is further guided by the Australian Student Wellbeing Framework, which emphasises the shared responsibility of educators, parents, and students in creating safe and supportive school communities, as well as the Catholic Education WA Child Safe Framework, which ensures that student safety and wellbeing remain at the centre of all decision-making and practice.



*Elements: The five elements of leadership, inclusion, student voice, partnerships and support, provide the foundation for the whole-school community to promote student wellbeing, safety and learning outcomes.*

*Adapted from, Australian Student Wellbeing Framework*

We are also guided by the CEWA Strategic Wellbeing Framework, which supports schools to enhance and enrich the capabilities, conditions, and connections of all Catholic schools, their students, staff, and communities.



Which can be found at [:https://www.cewa.edu.au/publication/cewa-strategic-wellbeing-framework/](https://www.cewa.edu.au/publication/cewa-strategic-wellbeing-framework/)

At no time is corporal punishment or physical violence to be used to manage student behaviour (2023 CEWA Executive Statement on Student Behaviour-4.10, Appendix 1)

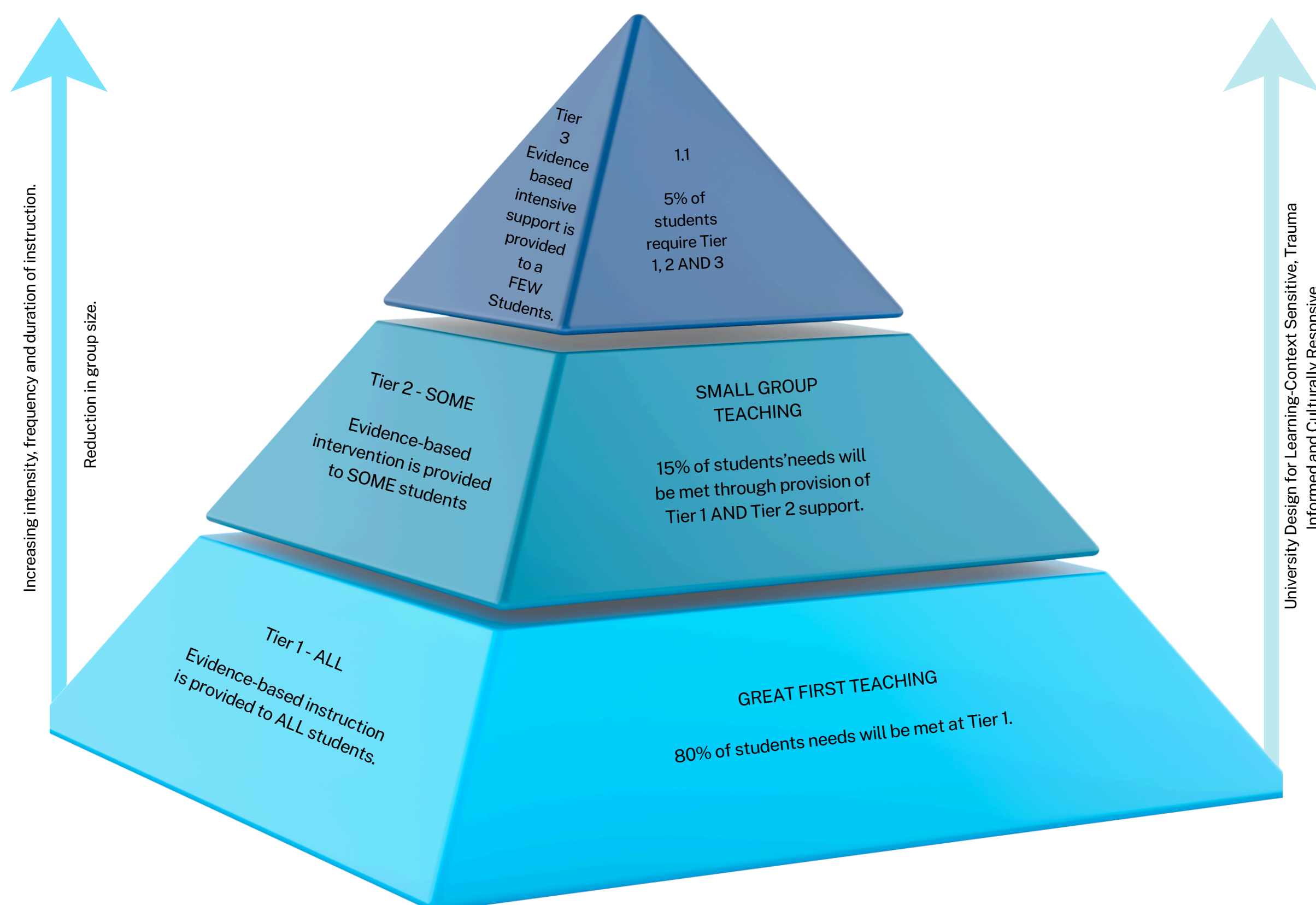
There is no place in the school environment for degrading punishment. Degrading Punishment can be defined as: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Procedural Fairness must be maintained at all times, complying with Non- Government School Registration Standard 12 – Management of Student Behaviour. A process that demonstrates procedural fairness is one that:

- Decision-makers act fairly and provide reasons for decisions
- The person affected is given a fair hearing
- All parties to a matter have an opportunity to put their case where an adverse decision of finding is made; and
- All relevant arguments are considered, and irrelevant arguments are excluded

# Multi-Tiered System of Support Framework

Our school's Multi-Tiered System of Supports (MTSS) is grounded in evidence-based frameworks and aligns with the widely adopted three-tiered PBIS model, which represents a continuum of Universal, Targeted, and Intensive supports designed to meet students where they are (Center on PBIS, 2021). This structured approach ensures all students and staff can flourish through responsive academic, behavioural, and social-emotional interventions (Sugai, 2019). MTSS provides a proactive, preventative, strengths-based system for maximising student learning and supporting their social, emotional, and behavioural needs.



We have developed a range of strategies to promote engagement, positive behaviour, and respectful, healthy relationships for all students. We recognise that some students may require additional social, emotional, or educational support, and that their needs will evolve as they grow and learn. For this reason, we utilise a three-tiered approach to student engagement and wellbeing, which is reflected throughout these guidelines and supporting documents.

St Lawrence's holistic student engagement and wellbeing framework is designed to guide educators in fostering a whole-school culture of care, inclusion, and spiritual growth. Staff can use the framework to create integrated wellbeing lessons that align spiritual values - particularly the Fruit of the Spirit - with social-emotional learning outcomes. By embedding consistent language around feelings, behaviours, and friendships, students develop emotional literacy and relational skills through URSTRONG and BSEM strategies.

The framework also supports trauma-informed practices and strengths-based approaches, reinforcing emotional safety and student voice via the school's code of conduct. Behavioural expectations are clearly communicated through the "Be Statements," while child protection is strengthened through the integration of KS:CPC. This cohesive approach ensures every learner is supported in a safe, inclusive, and values-driven environment. **(Appendix 1 - St Lawrence's Holistic Student Engagement & Wellbeing Framework).**

In addition to our framework, our effective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness, and social management. The behavioural and social-emotional skills in this capability are to be taught through the learning areas of the approved curriculum. [www.acara.edu.au](http://www.acara.edu.au)

*Catholic Education Western Australia (CEWA) believes strongly in nurturing the well-being, strengths, and gifts of every young person. It does this through Christ-centered, child-focused Catholic pastoral communities.*

*This framework looks to enhance and enrich the capabilities, connections, and conditions of all schools, their students, staff, and communities by understanding that wellbeing is visible, measurable, and improvable.*

*Dr Debra Sayce (2021), Executive Director, Catholic Education Western Australia*



# Universal Practices Tier 1

## *School-Wide Student Expectations*

At St Lawrence's Primary School, we take a proactive and developmental approach to behaviour by co-developing a behaviour matrix with students at the beginning of each school year. This matrix outlines expected behaviours across various school settings - including the classroom, playground, and transitions - and is designed using language that is developmentally appropriate for that year level and reflecting the unique culture of their class. Staff can use the St Lawrence's behaviour expectation matrix templates as a guide when engaging students in this process, ensuring expectations are inclusive, strengths-based, and aligned with our school values, promoting consistency, clarity, and student ownership. Each classroom is also expected to display our school's 'Be Statements' as a visible reminder of our shared behaviour expectations. Our Positive Behaviour Support Matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice, and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. **(See Appendix 2- St Lawrence's School-Wide Student Expectations).**

In this process, teachers can also draw on the **Student Code of Conduct** to reinforce consistent language, expectations, and values across the school community.



# Be Statements & Fruit of the Spirit Whole-School Frameworks

At St Lawrence's, we have aligned **our school-wide expectations** -Be Safe, Be Respectful, Be Responsible, Be a Good Learner -with the **Fruit of the Spirit** values from Galatians 5:22-23. This approach helps us connect everyday behaviour with deeper spiritual values. This integration supports a consistent and values-driven culture across our school, blending faith formation with positive behaviour support.

Be Safe → Self-control, Peace

Be Respectful → Kindness, Gentleness, Love

Be Responsible → Faithfulness, Goodness

Be a Good Learner → Patience, Joy



# St Lawrence's Positive Behaviour Support & Student Goal Setting

At St Lawrence's Primary School, we believe that all positive student behaviour should be acknowledged in ways that are joyful, consistent, timely, and clearly linked to our school values and behaviour expectations. This approach is part of our commitment to School-Wide Positive Behaviour Support (SWPBS) and reflects current, evidence-based practices implemented at the individual, group/class, and whole-school levels (**See Appendix 3 - St Lawrence's School-Wide Positive Behaviour Supports**). By responding positively and purposefully, we reinforce desired behaviours, strengthen relationships, and build a culture where every student feels seen, valued, and motivated to contribute positively to their learning environment.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Our whole-school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent), and a tangible reinforcement system.

The whole-school **Fruit of the Spirit Recognition System** identifies students who demonstrate positive school values and behaviours such as kindness and patience. When staff notice a student showing one of the Fruits, they record it as a productive behaviour in SEQTA, which counts both for individual tracking and as one point toward the student's faction total. Faction points are displayed on a whole-school leaderboard during ministry assemblies, with the winning faction receiving an end-of-term whole faction reward for the Spirit Champion Team. Each year level also celebrates the student with the most entries, who receives a Spirit Champion Award, including a certificate & choice board reward.

Student goal setting is a whole-school wellbeing and learning initiative aligned with the Berry Street Education Model. It supports students in building stamina, self-awareness, and ownership of their learning journey. Throughout the year, students will be provided with many opportunities to set academic and personal goals. This structured **goal-setting** process helps students transition from supported to independent learners, while embedding wellbeing into everyday classroom practice.



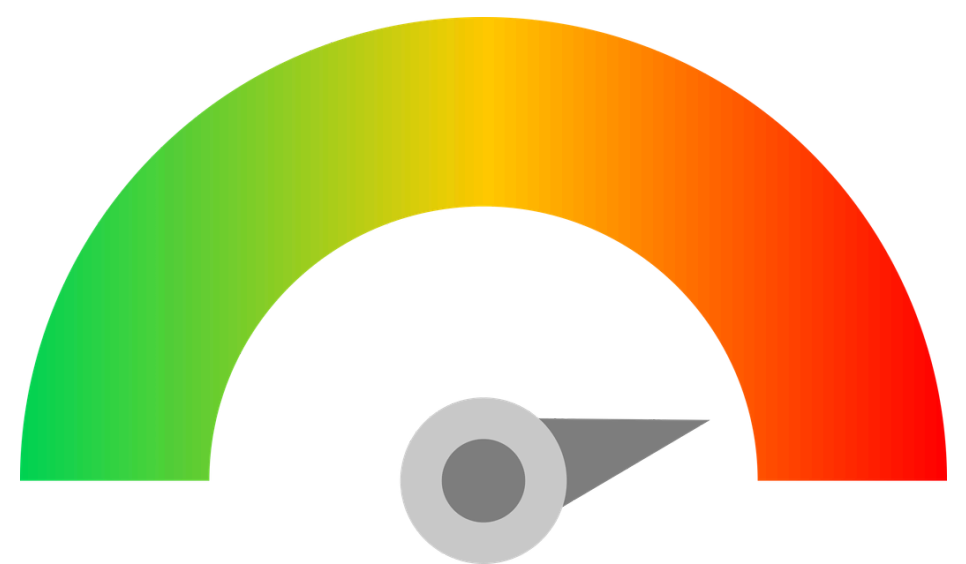
# Levels of Behaviour & School Responses

All decisions relating to behavioural responses are guided by the individual child's needs and the context of the behaviour, within the scope of this plan.

The plan of action for addressing inappropriate behaviour is implemented through a series of developmentally appropriate steps, with consideration given to:

- The nature of the transgression
- The age and developmental stage of the child
- The specific circumstances surrounding the incident
- Any student support plans in place for the student

Responses are designed to be restorative, educational, and aligned with our school's values. Staff are encouraged to use professional judgement and collaborate with the Student Support Team and Leadership Team when needed.



Please take a look at the table in Appendix 4

[St Lawrence's School Levels of Behaviour & School Responses](#) for examples of inappropriate behaviours across Low, Medium, and High levels, along with the appropriate school responses to consider at each level.

- **Low-Level** Behaviours are typically managed within the classroom or playground and are resolved immediately by the supervising staff member using proactive and restorative strategies.
- **Medium-Level** Behaviours may involve repeated low-level behaviours or more deliberate actions that disrupt learning or impact others. These may require documentation, consultation with the Student Support Team through case management, and communication with parents.
- **High-Level** Behaviours involve serious incidents that require immediate referral to a member of the Leadership Team. These behaviours often involve safety concerns, significant disruption, or harm to others. In such cases, the Leadership team contacts parents directly via phone.

# Relational & Trauma-Informed Approaches



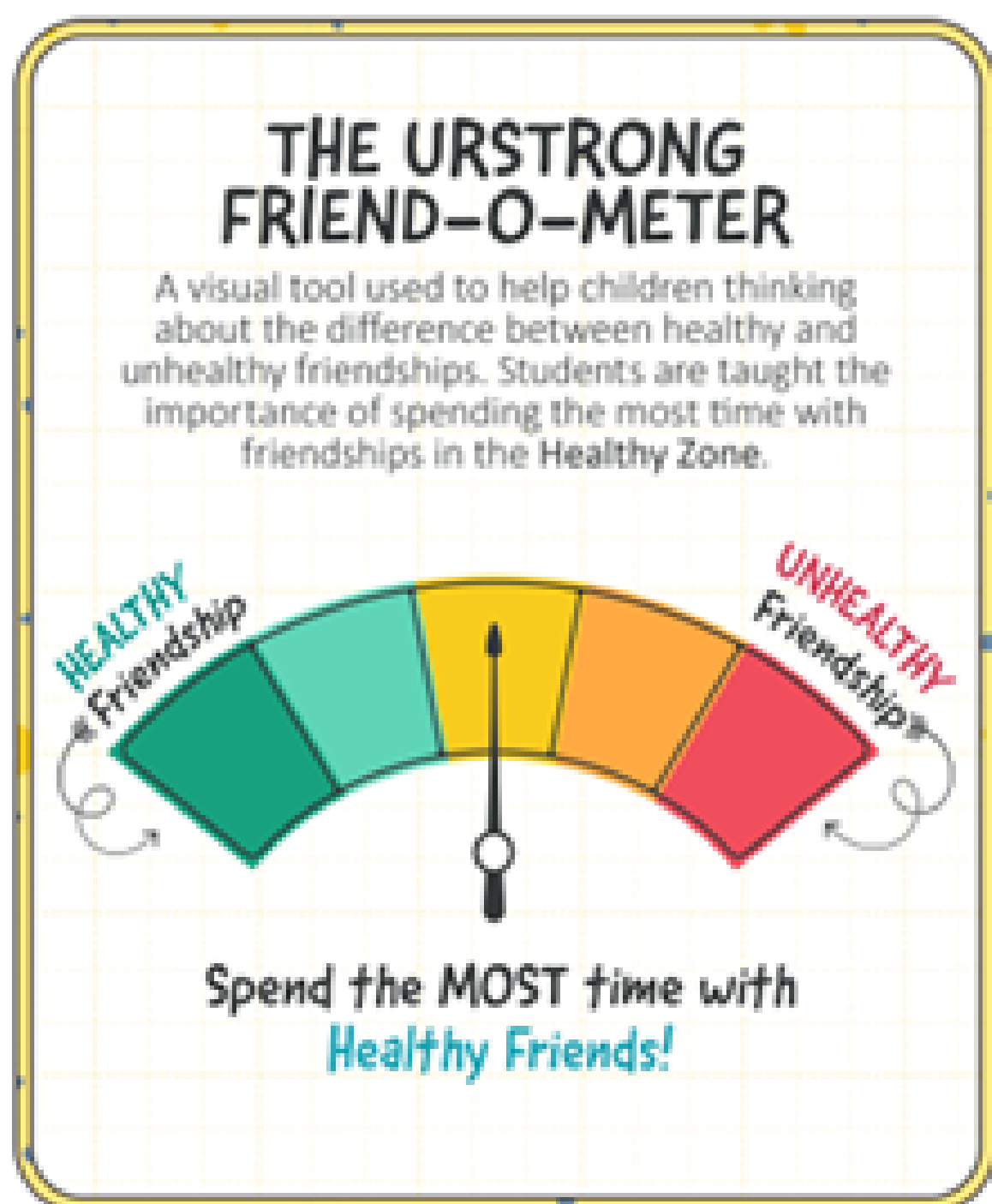
URSTRONG is a whole-school wellbeing program that empowers children with the skills, language, and confidence to build healthy friendships and create kinder school communities. It teaches practical, child-friendly strategies to help students understand what healthy friendships look like, manage conflict respectfully, and distinguish between normal friendship issues and bullying. The program provides a common “language of friendship” for students, staff, and parents, supporting positive relationships, belonging, and emotional wellbeing across the school.



Friendology is the official curriculum of the URSTRONG program, designed to teach children the skills to build and maintain healthy friendships. At St Lawrence’s, Friendology is led by HPE teachers and supported by classroom teachers and all staff, ensuring a consistent and whole-school approach to relational wellbeing. Friendology builds a shared language across the school around relationships and emotions, helping students navigate friendship challenges with confidence and respect.

### Core Concepts of URSTRONG:

- Friendship Facts: Teach students that all friendships have ups and downs, and that conflict is normal and can be resolved respectfully.
- Friendship Fires vs. Mean-on-Purpose: Help students distinguish between everyday conflict (Friendship Fires) and intentional harm (Mean-on-Purpose), giving them tools to respond appropriately.
- Quick Comebacks: Equip students with simple, assertive phrases to use when someone is being unkind.
- Steps to Fix a Friendship: Provide a clear, step-by-step process for resolving conflict and rebuilding trust.
- Friend-o-Meter: A visual tool that helps students assess the health of their friendships and make informed choices about whom they spend time with.



## URSTRONG Peer Mentorship Model

Students from grades 4-6 are invited to nominate themselves to become a school Friend-O-Leader. Selected students will undertake the URSTRONG friend-o-leader training and take turns supporting students at play times by implementing the strategies and reviewing URSTRONG core concepts to support other children in their friendships.



URSTRONG Friendology provide free parent resources at:  
<https://urstrong.com/parents/>

## Restorative Practice

Restorative Practices are a whole-school approach to repairing harm and strengthening relationships. They help students understand the impact of their behaviour, take responsibility, and make positive choices.

### Purpose

- Restore relationships after harm.
- Promote respectful, responsible behaviour through reflection.
- Align with St Lawrence’s School Values.

### How Staff Implement

- Use restorative conversations at the point of need (e.g., playground or classroom).
- Guide students with consistent questions to lead the resolution process.
- Involve parents if behaviour change is resistant.

## Restorative Questions using the “UR STRONG Friend–O–Cycle”

Restorative Practice and the URSTRONG Friendology curriculum share a common goal: helping students build healthy relationships and resolve conflict respectfully. Together, these frameworks create a consistent language and approach for managing friendship fires and conflicts across the school.

Restorative Practice Language	UR STONG Friend-O-Cycle
<b>Conflict or Upset</b>	<b>Friendship Fire or Mean on Purpose</b>
<b>1. What happened?</b>	<b>Confront the Issue</b>
<b>2. How did it happen?</b>	
<b>3. Who was involved?</b>	
<b>4. How did you act in this situation?</b>	<b>Talk it Out</b>
<b>5. Who do you think was affected?</b>	
<b>6. How were they affected?</b> <i>What needs to happen to make things right?</i> <i>Apology or Action-doing something to repair the relationship</i>	<b>Forgive and Forget</b>
<b>7. If the same situation happens again, what would you do?</b>	<b>Stronger and Closer</b>

## Berry Street Education Model (BSEM)

BSEM stands for the Berry Street Education Model, a trauma-informed approach to teaching and learning developed by the Berry Street Childhood Institute in Victoria, Australia. It provides educators with practical strategies to support student' wellbeing, engagement, and academic success - especially for students who have experienced adversity or trauma.

### Key Focus Areas of BSEM:

1. **Body** – Teaching self-regulation and mindfulness to help students manage stress and stay calm.
2. **Relationship** – Building strong, respectful teacher-student relationships and fostering a sense of belonging.
3. **Stamina** – Developing students' capacity to persist with learning tasks and build resilience.
4. **Engagement** – Creating safe, predictable environments that support focus and participation.
5. **Character** – Encouraging values, strengths, and identity development.

At St Lawrence's, BSEM strategies complement URSTRONG by reinforcing emotional regulation, relational safety, and consistent routines. Staff may use tools like brain breaks, regulation supports like ready-to-learn scales and plans, and predictable routines to support student engagement and wellbeing.



## Attendance

Attendance is a key indicator of school engagement and wellbeing. Engagement and wellbeing in schools is active participation where students are valued and are connected to their peers, educators, and the curriculum in ways that reflect their diverse needs. To maximise engagement and wellbeing outcomes, students require intentional social, emotional, cognitive, and behavioural education and support. StLawrence's Primary School follows CEWA's Student Attendance Guidelines to ensure accurate monitoring and proactive support for student attendance. Class teachers mark attendance twice each day – once by 9:00 am and again immediately after lunch. An SMS notification is sent to parents/carers at 9:15 am for any unexplained absence. Monitoring & Follow-Up: Class teachers monitor individual student attendance and follow up with families when attendance falls below 90% due to unexplained absences. The school's attendance team identifies and reviews students of concern each term. Students with significant attendance concerns are discussed using our school's Case Management model.

## Keeping Safe: Child Protection Curriculum (KS:CPC)

The KS:CPC is a comprehensive, evidence-based curriculum designed to teach children and young people - from early years to Year 12 - the skills to recognise abuse, understand their right to be safe, and seek help when needed. It is a key component of CEWA's Child Safe Framework, which promotes safe, inclusive, and respectful learning environments across all Catholic schools.










### Key Features:

- Age-appropriate content delivered from Pre-Kindergarten to Year 12.
- Focus areas include:
  - The right to be safe
  - Relationships
  - Recognising and reporting abuse
  - Protective strategies
- Lessons are embedded within the curriculum and aligned with Catholic values.
- Supports CEWA's commitment to trauma-informed, child-focused education.

### Implementation at St Lawrence's:

- KS:CPC is integrated into Health and Wellbeing programs.
- Staff use consistent language and strategies to reinforce safety messages.
- Visual tools and classroom discussions help normalise protective behaviours.
- All staff share responsibility for creating a safe and supportive school culture.

You can explore CEWA's Child Safe Framework and KS:CPC resources directly at [childsafe.cewa.edu.au](http://childsafe.cewa.edu.au)

Child Safe Framework			
Key Practices	 Support & Healing	 Voice of the child	 Culture
	 Governance & Leadership	 Policies & Procedures	 Human Resource Practices
	 Investigating & Reporting	 Risk Management	 Quality Assurance

# Targeted & Intensive Practices

*(Tier 2 & 3)*

At St Lawrence's Primary School, the **Student Support Team** plays a vital role in promoting the wellbeing, engagement, and academic growth of all students. The team works collaboratively to identify, support, monitor, and review the needs of individual students and targeted groups, particularly those requiring Tier 2 and Tier 3 interventions. Through regular reflection and data-informed decision-making, the team ensures that strategies are responsive, inclusive, and aligned with each student's unique strengths and challenges. By fostering a culture of care and continuous improvement, the Student Support Team helps create an environment where every learner is empowered to thrive.

Access the student support team through the case management model. Our Case Management Model ensures:

- Student engagement & wellbeing is everyone's responsibility
- Concerns are addressed quickly and compassionately
- Collaborative planning between families, teachers, and wellbeing staff
- Ongoing assessment, planning, and monitoring.
- Early intervention for learning, engagement, and social/emotional concerns
- Student Support Plans are monitored and refined

## Our Student Support Team

Learning Support  
Coordinator

Early  
Intervention

Gifted & Talented  
Program

Aboriginal  
Education  
Support

School  
Psychologist

Speech  
Pathologist

EALD  
Support

Flexible  
Student Support  
EA

### Tier 2 Social and Emotional Learning (SEL) Supports

We provide targeted small-group interventions for students in both junior and senior primary year levels each term. These structured sessions focus on building social skills, emotional regulation, and positive peer relationships for students who may benefit from additional support. In addition, our lunchtime Brick Club offers a supportive, interest-based environment where students can develop collaboration, communication, and friendship skills through guided play.

## Individual Student Planning Support

Student plans provide tailored support to meet individual needs and ensures safety and engagement. These include:

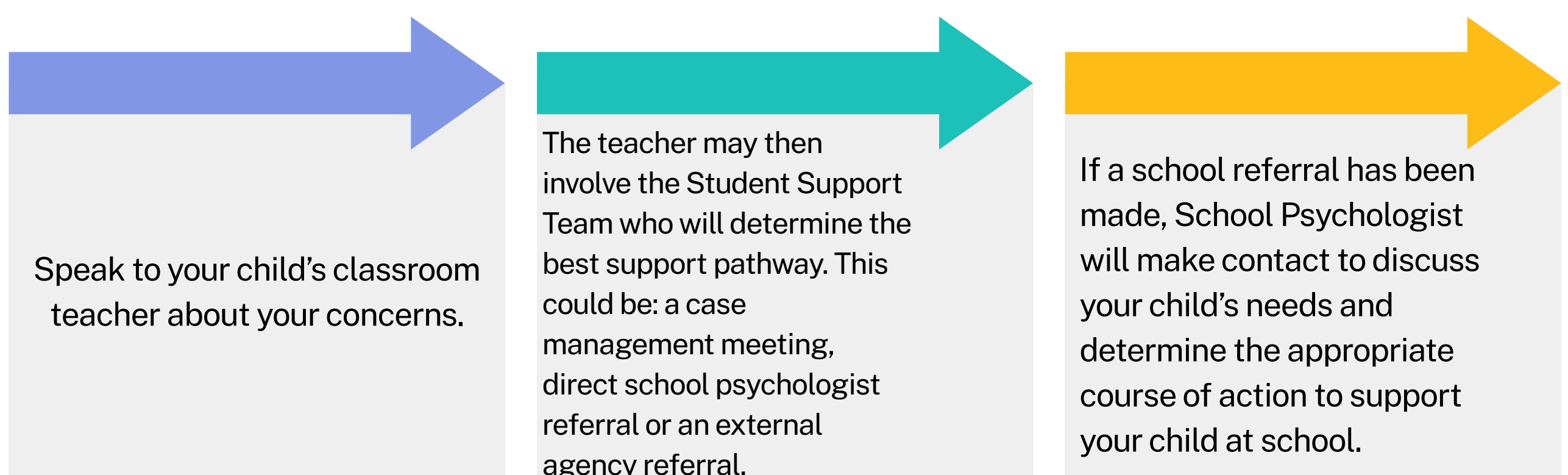
- Individual Education Plans (IEPs) and Curriculum Adjustment Plans (CAPs), incorporating Social & Emotional Capabilities (ACARA) in place of traditional behaviour plans.
- Student Safety Plans and Risk Management Plans for students requiring additional supervision or support.

All plans should align with CEWA guidelines, including but not limited to the Nationally Consistent Collection of Data (NCCD) procedures, CEWA School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury, and CEWA Attendance Guidelines.

## School Psychologist (Tier 3) & Wellbeing Leader (Tier 1 &2)

- Builds wellbeing at individual, classroom, and whole-school levels
- Offers psychological support through counselling, observations, assessments, educator & leadership consultations and group programs
- Supports teachers in addressing learning and engagement needs
- Collaborates with staff, students, and families through our Case Management model
- Leads whole-school wellbeing programs like URSTRONG and Berry Street (BSEM)
- Provides pastoral care and guidance through life's challenges
- Helps develop individual learning support plans tailored to student needs
- Liaises with external agencies to coordinate holistic support
- Responds to critical incidents when required

## How to Access School Psychology Support



## DOCUMENT CONTROL

Owner: School Psychologist & Wellbeing Leader and Principal

Approved by: [Principal / Leadership]

Review cycle: [Biennial]

Review due: 2028

# St Lawrence's Holistic Student Engagement & Wellbeing Framework

## How This Framework Works

- **Educators** can use this table to deliver integrated wellbeing lessons that connect spiritual values with social-emotional learning.
- **Students** benefit from consistent language to describe their feelings, behaviours and friendships
- **School** builds a trauma-informed, strengths-based culture that supports every learner.

## How This Framework Supports Whole-School Wellbeing & Student Engagement

- Spiritual formation through the Fruit of the Spirit values
- Behavioural expectations (St Lawrence's "Be Statements")
- Relational skills via URSTRONG concepts and BSEM strategies
- Emotional safety and inclusion through student voice and code of conduct
- Child protection and safety through KS:CPC integration

Fruit of the Spirit	St Lawrence's "Be Statements"	Student Code of Conduct. Students want to feel:	URSTRONG Friendology MONTHLY THEMES & Core Concepts	BSEM Teacher Practices & Strategies	KS:CPC Focus Areas
Love	Be Respectful	Included, Safe, Proud	FORGIVENESS & COMMUNITY #Trust & Respect, #Kindness & Empathy, #Self-worth, #Self-love	Relationship: Unconditional positive regard, Attunement, Co-regulation	Focus Area 2: Relationships
Joy	Be a Good Learner	Happy, Excited, Proud	FUN #Positive lens, #Express feelings, #Types of friendships	Stamina & Engagement: Positive priming, Play * humour, Flow, Motivation	Focus Area 1: The right to feel safe
Peace	Be Safe	Safe, Included	TRUST & COMMUNITY #Forgive-and-Forget, #Conflict is normal, #Healthy vs unhealthy friendships	Body: Mindfulness, Regulation, Ready to Learn Plans, Body awareness	Focus Area 1: The right to feel safe
Patience	Be Responsible	Safe, Engaged	RESPECT #Realistic expectations, #Friendships change, #Friendship Fire vs Mean-On-Purpose	Body: Brain Breaks, Transition routines, Stress response, Emotion identification	Focus Area 4: Protective strategies
Kindness	Be Respectful	Included, Safe, Happy	KINDNESS #Kindness & empathy, #Positive body language	Relationship: Process praise, Fix-it feedback, Active constructive responding	Focus Area 2: Relationships
Goodness	Be Responsible	Proud, Safe, Included	HONESTY & DIVERSITY #Trust & Respect, #Self-worth, #Reporting to an adult	Character: Strengths-based teaching, Personal & school values, Gratitude	Focus Area 3: Recognising and reporting abuse
Faithfulness	Be a Good Learner	Proud, Engaged, Included	COURAGE #Realistic expectations, #Authenticity, #What works in friendships	Stamina & Engagement: Academic goal setting, High expectations, Stamina tools	Focus Area 2: Relationships
Gentleness	Be Respectful	Safe, Included, Happy	SELF COMPASSION #Body language, #Quick Comeback, #Kindness & empathy	Relationships: Rupture & repair, Relational feedback, Circle routines	Focus Area 1: The right to feel safe
Self-control	Be Safe, Be Responsible	Sage, Engaged, Proud	HONESTY & SELF COMPASSION #Friendship Fire resolution, #Quick Comeback #Reporting to an adult	Body: Regulation & de-escalation, Present & centred, Ready to Learn Scales.	Focus Area 4: Protective strategies

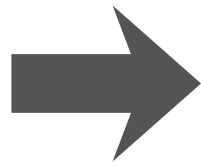
# St Lawrence's School-Wide Student Expectations

## St Lawrence's School-Wide Student Expectations (Year 4-6 Cohort example)

Behaviour Expectations	By showing	In the Classroom	In Play Areas	At whole-school Gatherings	During eating times	In the toilets	Outside the school grounds
<b>RESPONSIBLE</b>	We will show: Faithfulness, Goodness	<ul style="list-style-type: none"> <li>• Neat and tidy</li> <li>• Belongings</li> <li>• Own learning</li> <li>• Active learner</li> <li>• Follow classroom rules/expectations</li> <li>• Look after class resources</li> <li>• Use Ipads appropriate and follow ICT agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Fair and following the rules of the game</li> <li>• Friendology - talk it out, if you can't resolve seek help with the duty teacher</li> <li>• Looking after equipment and returning them to the sport tubs</li> <li>• Sharing equipment and space</li> <li>• Returning to school promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Etiquette at assemblies</li> <li>• Entering and exiting quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Allergies</li> <li>• Eat own food</li> <li>• dont buy food for others</li> <li>• Pick up own rubbish</li> <li>• Stay seated</li> <li>• Wait for dismissal</li> <li>• Eating in ares, rather than the oval</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting other personal space</li> <li>• If you make a mess clean it up</li> <li>• Make use of break times to use the toilet</li> <li>• If you see a mess, tell the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Wear uniform with pride</li> <li>• Use the cross walk</li> <li>• When representing the school at events, uphold the school values</li> </ul>
<b>RESPECTFUL</b>	We will show: Kindness, Gentleness, Love	<ul style="list-style-type: none"> <li>• Manners</li> <li>• Noise level</li> <li>• Respect play equipment</li> <li>• Respectful of personal space</li> <li>• common understanding of how to enter classroom - knock, enter, approach the teacher</li> <li>• Line up outside classrooms quietly</li> <li>• Greet adults and peers respectfully</li> <li>• Listen when other are speaking -Waiting to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Being inclusive</li> <li>• Return play equipment</li> <li>• Use equipment appropriately</li> <li>• Letting others play</li> <li>• Letting others have a turn</li> <li>• Show good sportmanship by accepting wins and losses respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Reverence</li> <li>• Active listening</li> <li>• Manners</li> <li>• Applaud only</li> <li>• Do not bring a water bottle to the undercover area</li> </ul>	<ul style="list-style-type: none"> <li>• Sit down whilst eating</li> <li>• Use good manners</li> <li>• Ask to go to the toilet / get a drink</li> <li>• Keeping food in your lunchbox</li> <li>• Put rubbish in the bin</li> <li>• Only eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting privacy and personal space</li> <li>• Be respectful of other classrooms on their way to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite language with everyone</li> <li>• Listen attentively to adults giving instructions</li> <li>• Wear the school uniform neatly and with pride</li> <li>• Follow rules of the venue or event (eg library, museum, sporting ground)</li> <li>• Speak calmly and appropriately to peers and adults</li> <li>• Walk safely in public spaces (no running, pushing or disruptive behaviour)</li> </ul>
<b>SAFE</b>	We will show: Self-control, Peace	<ul style="list-style-type: none"> <li>• Using equipment safely</li> <li>• Walking in the classroom</li> <li>• Ask for help or support</li> <li>• Stay with the class even when feeling frustrated</li> <li>• Thinking before speaking (is this kind?)</li> </ul>	<ul style="list-style-type: none"> <li>• Using equipment as intended and safely</li> <li>• Walking when moving around the school</li> <li>• Share and wait your turn when using equipment</li> <li>• Wearing a hat and sunscreen</li> <li>• Ask for help/support from duty teacher</li> <li>• Keep hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit quietly and calmly</li> <li>• When seated, sit quietly and calmly</li> <li>• Go to the toilet before assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting for the teacher to dismiss you</li> <li>• Stay seated</li> <li>• Kepp food in lunnchbox and to yourself -don't shre food</li> <li>• Dispose of rubbish correctly rather than popping (juice boxes, plastic bags)</li> </ul>	<ul style="list-style-type: none"> <li>• Washing hands</li> <li>• Use facilities and prodcuts appropriately</li> <li>• If toilets are full, wait</li> <li>• Move carefully in wet areas</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for parents when crossing the road</li> <li>• Use the correct walkways rather than car parks when entering and exiting the school</li> </ul>
<b>LEARN</b>	We will show: Patience, Joy	<ul style="list-style-type: none"> <li>• Celebrate yours and other achievements</li> <li>• Waiting your turn for help</li> <li>• Waiting to speak, rather than interrupting</li> <li>• Follow instructions</li> <li>• On task and focusing</li> <li>• Greeting one another and adults respectfully</li> <li>• Using manners when asking for help</li> <li>• Respect others personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Follow game rules</li> <li>• Be a good sport</li> <li>• Encourage others</li> <li>• Include everyone in games</li> <li>• Returning to class when the bell rings</li> <li>• Return play equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Respectful and reflective during masses and liturgies</li> <li>• Listening to speakers</li> <li>• Applauding</li> <li>• Engaging and responding</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy friendly conversations and appropriate language</li> <li>• Learning healthy food habits (lollies not a great breakfast option)</li> </ul>	<ul style="list-style-type: none"> <li>• Return quickly to class</li> <li>• Use break times to go to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting down while waiting for parents</li> </ul>

# St Lawrence's School-Wide Positive Behaviour Supports

Observe positive student behaviour/s

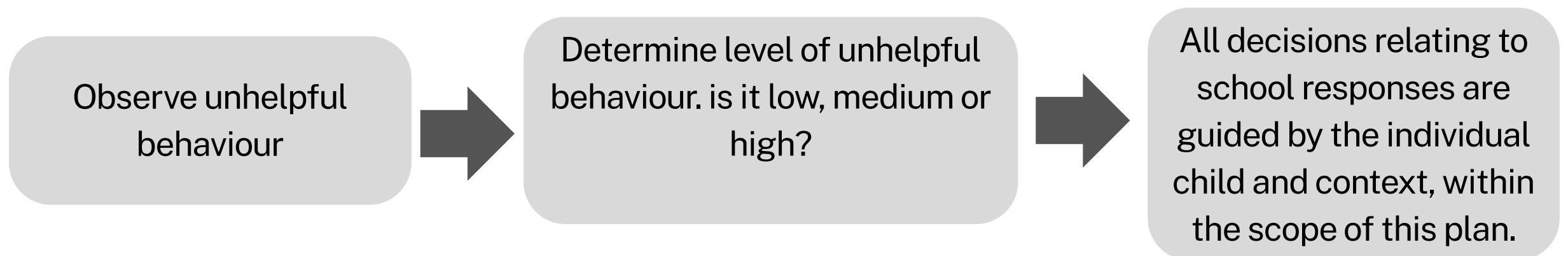


Determine level of positive recognition. Is it individual, group or whole-school?

<b>Individual</b>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers and stamps</li> <li>• FOS Tickets</li> <li>• Phone call home</li> <li>• Seesaw message</li> <li>• Class-based individual reward system</li> <li>• Individual reward system as per Individual Positive Behaviour Plan</li> <li>• Non-verbal reinforcement – smile, thumbs up, etc.</li> <li>• Free play</li> <li>• Principal sticker – goal setting</li> <li>• Office visit to see Leadership</li> </ul>
<b>Class/Group/Cohort</b>	<ul style="list-style-type: none"> <li>• Class reward system (raffle tickets, star in the jar, dojo's, prize box,</li> <li>• Verbal praise</li> <li>• Stickers and stamps</li> <li>• Phone call home</li> <li>• Seesaw message</li> <li>• Fruit of the Spirit</li> <li>• SeeSaw post to group of parents</li> <li>• Hymn singing faction challenges and extra play</li> <li>• Extra play (nature playground)</li> <li>• Class helpers (line leaders, handy helpers, canteen collectors etc.)</li> <li>• Karen Burro Fastest Class Award (end of term)</li> </ul>
<b>Whole-school</b>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Super Speller - Newsletter</li> <li>• Fruit of the Spirit raffle ticket</li> <li>• Seesaw message</li> <li>• Merit Certificates at assembly and in newsletter</li> <li>• Sportsmanship awards at sports carnivals</li> <li>• Non-verbal reinforcement – smile, thumbs up etc.</li> <li>• Fruit of the Spirit mention in fortnightly newsletter</li> <li>• Icy pole day</li> </ul>

***Response to ALL positive student behaviour is joyful, consistent, timely and linked to school values & expectations***

# St Lawrence's School Levels of Behaviour & School Responses



<p><b>Low</b> Managed immediately by the supervising staff in the classroom or playground using proactive and restorative strategies.</p>	<ul style="list-style-type: none"> <li>• Verbal disagreement</li> <li>• Running on concrete / indoors</li> <li>• Sharing food / Eating or chewing objects / Littering</li> <li>• Taking property without permission</li> <li>• Lying / Telling tales</li> <li>• Pushing in / Accidental physical contact</li> <li>• Touching others / In others' personal space</li> <li>• Picking nose / Hands in pants / Flashing body parts</li> <li>• Contextual cursing</li> <li>• Distracting others (e.g., noises, tapping)</li> <li>• Inappropriate voice volume</li> <li>• Improper use of equipment / Not packing away</li> <li>• Swinging on chairs / Out of seat/area</li> <li>• Inappropriate talk / Answering back / Calling out</li> <li>• Not using manners / Impolite / Disrespectful</li> <li>• Not sharing / Not taking turns / Snatching</li> <li>• Playing in the wrong area (e.g., oval, toilets)</li> <li>• Wearing uniform incorrectly / No hat</li> </ul>	<ul style="list-style-type: none"> <li>• Strong teacher – student relationship by intentionally building trust, connection, and positive regard to ensure students feel seen, safe &amp; valued.</li> <li>• Consistent &amp; Predictable Routines and school expectations are explicitly taught, modelled, and practised</li> <li>• Classroom management practices – use of proximity, eye contact, verbal and non-verbal praise, redirection, etc.</li> <li>• Teach, reteach, and model respectful, responsible, and safe learning behaviours and school values (use school-wide student expectation matrix &amp; refer to displayed 'be statements')</li> <li>• Use a visual schedule/timer/social story.</li> <li>• Alternative seating or provide a choice of learning activity.</li> <li>• Calm down space/use of fidgets/crunch and sip/toilet break /job.</li> <li>• Encourage peer support/playground buddies.</li> <li>• Regularly remind and acknowledge appropriate and positive behaviours for individuals as part of the class reward system or IBP (if developed)</li> <li>• Staff recognise physiological signs of dysregulation and step in early to co-regulate, preventing escalation.</li> <li>• Use UR Strong Friendology language &amp; concepts.</li> <li>• Implement BSEM strategies (morning/afternoon class circles, relational feedback, use ready-to-learn scale, brain breaks, mindfulness)</li> </ul>
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<p style="text-align: center;"><b>Medium</b></p> <p style="text-align: center;">Repeated low-level or deliberate disruptions that affect learning or others. May require documentation, Student Support Team consultation, and parent communication.</p>	<ul style="list-style-type: none"> <li>• Repeated and deliberate low-level behaviours that continue after using preventative and proactive strategies.</li> <li>• Taking property without permission</li> <li>• Lying</li> <li>• Deliberate, harmful physical contact</li> <li>• Swearing</li> <li>• Intentional breakage of equipment</li> <li>• Minor graffiti</li> <li>• Answering back with tone and intent</li> <li>• Minor bullying with intent</li> <li>• Outside school boundaries without permission</li> <li>• Inappropriate invasion of privacy or personal space</li> <li>• Misuse of ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Apply appropriate behaviour consequence (logical, individualized), e.g., temporary removal from activity.</li> <li>• Discussion with student/s to outline the unwanted behaviour and refer to school expectations.</li> <li>• Apply natural consequence to unhelpful behaviour (needs to relate to behaviour being corrected), e.g., cleaning up, loss of privilege, apology, miss play.</li> <li>• Implement UR Strong/Friendology or BSEM strategies at the individual or group level.</li> <li>• Develop a Ready to Learn Plan or Check in/Check Out System</li> <li>• Complete UR Strong/Friendology 'Think Sheet.'</li> <li>• Time in Buddy class for a reset break with the relationship restored upon return.</li> <li>• Restorative Repair Conversation, if appropriate</li> <li>• Parent notification on SeeSaw</li> <li>• SEQTA documentation outlining unproductive behaviour and share with relevant staff.</li> <li>• Student Support Team involvement - collaborative problem solving through case management</li> </ul>
<p style="text-align: center;"><b>High</b></p> <p style="text-align: center;">Serious incidents involving safety, major disruption, or harm require immediate referral to the Leadership Team. In these cases, Leadership contacts parents directly by phone.</p>	<ul style="list-style-type: none"> <li>• Repeated medium-level behaviours that continue after using teacher-managed intervention strategies and consequences</li> <li>• Intentional or illegal theft</li> <li>• Endangering or threatening others</li> <li>• Inappropriate touching/physical contact/physical violence towards staff, students, or self</li> <li>• Abusive and offensive language</li> <li>• Destructive use of equipment that endangers others</li> <li>• Ongoing and deliberate defiance/disrespect/non-compliance</li> <li>• Deliberate and intentional defiance of school staff</li> <li>• Continual bullying with intent</li> <li>• Leaving school grounds and refusal to return/unable to locate student</li> <li>• Deliberate and repetitive invasion of privacy or personal space</li> <li>• Illegal use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Inform student of school expectations.</li> <li>• Student sent to office with a staff member.</li> <li>• Inform Leadership Team with Emergency Tile</li> </ul> <p><b>Leadership Team</b></p> <ol style="list-style-type: none"> <li>1. Review incident</li> <li>2. Restorative Repair Conversation, Friendology 'Think Sheet' or 'reflection' form, if appropriate</li> <li>3. Determine consequence.</li> <li>4. Inform parent/carer.</li> <li>5. Enter SEQTA and share with relevant school staff.</li> </ol> <p><b>If behaviour continues:</b></p> <ul style="list-style-type: none"> <li>• Parent Meeting</li> <li>• Case Management Meetings</li> <li>• Develop individualized plans with targeted intervention, e.g., Ready to Learn Plan, Individual Education Plan, Behaviour Engagement Plan, Escalation Profile, Student Safety Plan &amp; Risk Management Plan, Transition Attendance Plan.</li> <li>• At Principal's discretion – suspension with Re-entry Meeting with parents and student.</li> </ul>