



OUR LADY STAR OF THE SEA
CATHOLIC PRIMARY SCHOOL

BEHAVIOUR SUPPORT GUIDELINES

2025

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Summary



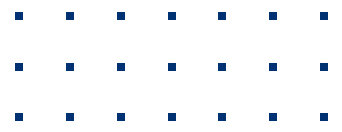
At OLSS, we aim to create a safe, respectful, and supportive learning environment. Our Behaviour Policy is implemented across the school to ensure standards, expectations and consequences are consistent and clear, thus supporting a productive and happy learning environment for all students. As we believe that strong classroom leadership is central to student success, we are guided by the principle that:

"Teachers run the room by being clear, consistent, and calm — by raising expectations." Paraphrased from Tom Bennet, Running the Room (2020).

This philosophy underpins the implementation of our school-wide approach.



OLSS Card System



Green, Yellow and Red



The purpose of cards is to inform parents of their child's behaviour at school.

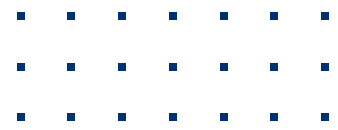


Implementation



In 2023 our school trialled the card system in a response to a need in changing behaviours in our school. The trial was used in one grade only and saw a dramatic improvement in behaviour. In 2024, the trial was extended to the whole school and involved student and staff voice to make adjustments and refine the process. The cards system became fully operational in 2025 for all grades with the exception of Kindergarten.

Definition



1 Green Cards

Green cards are given to students who display consistent behaviours reflective of our school values of:

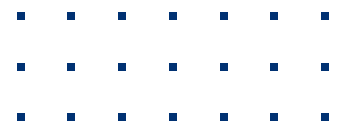
Respect, Belonging, Faith, Learning and Mission

Green Card			
Student Name		Class	
Teacher Reporting Green Card Positive Behaviour		Date	
Congratulations! You are CONSISTENTLY displaying positive behaviour in the following area:			
SAFE • Right place, right time, right task • Making good choices • Using safe and caring actions	RESPECTFUL • Speaking and acting with kindness • A very good listener • Respecting our environment • Taking pride in your appearance • Including others, co-operates and taking turns	LEARNER • Always prepared for learning • Learn and let others learn • Challenges yourself • Always do your best • Learn from mistakes	

When students have earned a number of Green Cards, they receive an award at our Monday morning assembly.

- 10 Cards – Bronze Award
- 20 Cards - Silver Award
- 30 Cards- Gold Award
- 40 Cards – Ruby Award
- 50 Cards- Platinum Award

Definition



2 Yellow Cards

Students receive a yellow if they display repeated minor behaviours which **do not** reflect our school values.

- Spreading rumours about others
- Swearing at another student
- Verbally threatening language
- Damaging another person's property
- Inappropriate use of technology to harass
- Disrespect towards teaching staff
- Arguing with/backchatting the teacher
- Ignoring teacher instructions
- Unsafe aggressive behaviour (even unintentional contact)
- Damaging property
- Theft
- **Repeated** classroom disruption (calling out, walking around)
- **Repeated** breaches of uniform policy



Yellow Card- Minor Behaviour					
Student Name				Class	
Teacher Reporting Yellow Card Incident				Date	
<u>Location of incident</u> (Please circle) Classroom Library Music Class Line Basketball Court Oval Japanese Top Playground Hall <u>Undercroft</u> Toilets Bus			<u>Time of incident</u> (Please circle) Before School 1st half lunch 2nd half lunch 1st half fruit 2nd half fruit After school Classroom: morning block middle block afternoon block		
Tick rule NOT followed					
SAFE ☐ Right place, right time, right task ☐ Making good choices ☐ Using safe and caring actions		RESPECTFUL ☐ Speak and act with kindness ☐ Be a good listener ☐ Respect our environment ☐ Take pride in your appearance ☐ Include others, co-operate and take turns		LEARNER ☐ Be prepared for learning ☐ Learn and let others learn ☐ Challenge yourself ☐ Do your best ☐ Learn from your mistakes	
Description of incident:					
I have sighted this card. Parent Signature: _____ Student to return this card to school tomorrow.					

Yellow Card Process

Discussion with the Teacher:

The teacher explains the reason(s) for the card.

Take the Card Home:

Your child brings the yellow card home to discuss the behaviour.

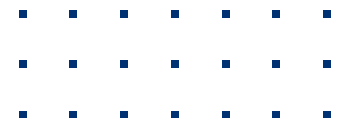
Parent Signature:

Please sign the card to show you have discussed it with your child.

Return the Card:

The signed card must be returned the next day. The teacher will keep it on file.

Definition

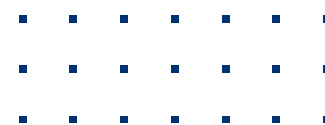


3 Red Cards

Students receive a red card if they display major behaviours which do not reflect our school values. These more serious behaviours will result in immediate action and may involve the Principal or Assistant Principal:

- Aggressive physical behaviour (e.g., punching, kicking, shoving, slapping — including starting or reciprocating physical contact).
- Continuing to spread rumours after parents have been informed.
- Swearing at an adult.
- Ongoing verbally threatening language after a warning.
- Intentionally damaging another person's property.
- Inappropriate use of technology to deliberately cause harm.
- Ongoing disrespect towards teaching staff after a warning.
- Arguing back or backchatting after a warning.
- Intentional damage to property.
- Theft.
- Repeated breach of school uniform policy after parental contact.
- Any of the behaviours listed above occurring on the bus.

Definition



Red Card - Major Behaviour					
Student Name:			Class:		
Teacher Reporting Red Card Incident:			Date:		
Location of Incident (Please circle) Classroom Library Music Class Line Basketball Court Oval Japanese Top Playground Hall Undercroft Toilets Bus			Time of Incident (Please circle) Before School 1st half lunch 2nd half lunch 1st half fruit 2nd half fruit After school Classroom: morning block middle block afternoon block		
Tick rule NOT followed					
SAFE ☐ Right place, right time, right task ☐ Making good choices ☐ Using safe and caring actions		RESPECTFUL ☐ Speak and act with kindness ☐ Be a good listener ☐ Respect our environment ☐ Take pride in your appearance ☐ Include others, co-operate and take turns		LEARNER ☐ Be prepared for learning ☐ Learn and let others learn ☐ Challenge yourself ☐ Do your best ☐ Learn from your mistakes	
Description of incident: _____ _____ _____					
I have sighted this card. Parent Signature: _____ Student to return this card to school tomorrow.					

Red Card Process

Discussion with teacher:

Teacher explains to the student the reason(s) for the red card.

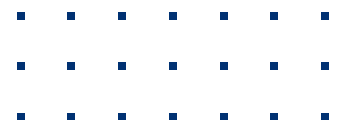
Reflection Activity:

During the next break time, your child will complete a reflection sheet with a teacher.

Phone Call/Email to Home:

The teacher will call you to explain the incident, if after 2 attempts he/she is unable to contact you, he/she will send an email to explain the incident.

Definition



Take the Card and Reflection Home:

Both the red card and reflection sheet will be sent home.

Parent Signature:

Please sign the red card to acknowledge you have sighted.

Return the Card:

The signed red card must be returned the next day.

Serious Physical Aggression

If a student physically harms another person, they will be immediately referred to the Principal or Assistant Principal for further discussion and action.

*** Teachers may use their discretion when managing behaviour, depending on the individual context and student needs.**

Student Behaviour Breaches



Context

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.

There will be cases of unacceptable, challenging and/or at risk behaviour, where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension, transfer, expulsion or exclusion are the options available to the Principal and system leaders in these situations.

Collaboration between school staff, students and parents is an important feature of pastoral care and behaviour support in Catholic schools. All should be fully aware of the suspension, transfer, expulsion or exclusion procedures.

The Principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, disability and developmental level of students.

When dealing with a student with a disability consideration must be given to the requirements of the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the NSW Anti-Discrimination Act 1977. These require, among other things, that reasonable adjustments are provided to support students with a disability to access and participate in education on the same basis as other students.

Student Behaviour Breaches



Context continued

These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. These can include the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or staff member.

Where a serious disciplinary matter arises and the Principal is considering suspension of a student, the action should be taken irrespective of any action which may be taken by another agency, including the NSW Police Force.

If a student's behaviour represents a risk to the student or others (for example the incident relates to violent behaviour), the Principal must ensure that steps are taken to assess the level of risk and develop any strategies consistent with Catholic Schools Broken Bay policies. This process should be commenced at the same time that any disciplinary action commences.

Principals must consider whether the incident requires a notification/report to:

- Department of Communities & Justice (DCJ)
- CSBB Safeguarding
- CSBB Wellbeing Team e.g. Risk Management Plan
- Appropriate CSSB System Leader

Student Behaviour Breaches



Suspension

Suspension is the temporary withdrawal from attendance at school, on the authority of the Principal. The Principal has the authority to suspend for up to five school days at a time. Extensions can be approved in consultation with the School's Consultant.

In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal will consider:

- the safety of students and staff
- the merit and circumstances of the particular case factors such as the age, individual needs, disability and developmental level of students.

Suspension is a consequence or strategy for managing challenging/at risk behaviour and is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within Diocesan/School Pastoral Care and Behaviour Support policies and guidelines.

The attendance register code will guide the use of symbols for explanations of student absences. Generally the symbol 'E' will be used for a school suspension.

Suspension allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as a school counsellor or learning support teacher. In some cases suspension from school allows the school and the CSBB time to put measures in place for the safety of students and staff. Suspension allows time for the student to reflect on their behaviour and to accept responsibility for changing their behaviour to meet the school's expectations in the future. The school (and CSBB staff as required) will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible.

Student Behaviour Breaches



Suspension continued

In circumstances when behaviour support interventions have been unsuccessful in resolving inappropriate behaviour the Principal may impose a suspension for:

- repeated breaches of the school behaviour code
- aggressive behaviour: This includes, but is not limited to, hostile behaviour, directed towards students, members of staff or other persons, including damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, Facebook, Snapchat, SMS text messages or by other electronic means.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as when a student:

- is physically violent
- is in possession of a firearm, prohibited weapon
- uses, supplies, or is in possession of, a suspected illegal substance
- exhibits anti-social and extremist behaviour
- exhibits serious criminal behaviour

After the completion of a suspension, the Principal may use their discretion and consider approved leave under certain circumstances such as, when further consultation with medical or allied health professionals is required to support the student's return to school, especially in circumstances where there is risk of harm to self or others. Reports from medical or allied health professionals should inform the Risk Management Plan, or the student's treating clinician provides a safety plan. Parents should be informed in writing if a student is placed on approved leave.

Student Behaviour Breaches



Suspension continued

CSBB expects that school leaders will request the CSSB Wellbeing Team conduct a case management review for any student who has been suspended for a total of more than ten school days in any one school year.

DECIDING ON, NOTIFYING AND RESOLVING A SUSPENSION

The following steps apply to suspensions.

Decision

The decision to suspend is made by the Principal in consultation with School's Consultant.

The Principal should convene a meeting during which the student (if age appropriate), is informed of the precise grounds on which suspension is being considered. The student must be given the opportunity to consider and respond to this information. The student's response must be considered before a decision to suspend is made.

Consideration must be given to the requirements of the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the NSW Anti-Discrimination Act 1977 to ensure that reasonable adjustments have been provided to support students with a disability to access and participate in education on the same basis as other students.

Student Behaviour Breaches



Suspension continued

Notification

A student will not be sent out of school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school. The Principal must ensure that adequate supervision is provided for that student at school until those arrangements are made.

Notification of suspension must be made to the parents in writing within two 'working school days' following the immediate verbal notification. The notification to parents should include the:

- date and probable duration of the suspension
- specific reasons for the suspension
- clear expectation that the student will continue with studies while suspended
- importance of parents cooperatively working with the school in resolving the matter
- acknowledgement of parent responsibility for the care and safety of the student while under suspension, and the clear expectation that the student should not be on school grounds without the prior permission of the Principal.

The Parish Priest should be notified, where appropriate, to provide an opportunity for his pastoral contribution to the discernment process.

Should parents require a support person in order to participate fully in the suspension process, including return to school meetings, a person acceptable to both the parents and the Principal may be involved, e.g. CSBB Aboriginal Education Officer, interpreter or an interagency support worker.

Student Behaviour Breaches



Suspension continued

Resolution - Return to School

The Return to School plan should outline the intervention strategies to be actioned by the student, school, family and external agencies (as required). The Return to School plan can include a Behaviour Support Plan or a Risk Management Plan, or a Safety Plan provided by the student's treating clinician. The Principal must convene a suspension Return to School meeting of personnel involved in the welfare and guidance of the student to discuss the basis on which the suspension will be resolved (e.g. student, parents, class teacher / year coordinator, support staff, counsellor).

In matters where complex mental health needs such as self-harm, suicidal ideation, homicidal ideation or anti-social and extremist behaviour has escalated to the point where the safety of self or others is severely compromised, a review with treating clinicians should be requested and appropriate reports/referrals actioned e.g. the CSBB Wellbeing or Child Protection Team, FACS or the NSW Police.

If parents are unable to attend the Return to School meeting, the Principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period. Where it is not possible to resolve a suspension by the due date, the School's Consultant must be notified and alternative steps taken by the Principal, in consultation with the School's Consultant, to resolve the suspension and facilitate the student's return to school.

Student Behaviour Breaches



Suspension continued

If a student does not have a parent who can attend the Return to School meeting, the Principal should ensure that the student is fully informed about the resolution meeting and encourage the student to nominate a support person/adult to be present, or consider whether a Risk Of Significant Harm (ROSH) report is warranted or a discussion with the CSBB Wellbeing or Child Protection Teams.

The Principal must ensure that the suspension is recorded on the school's database and that all relevant documentation is retained on file at the school. All documents must be made available to the Director of Schools upon request.

A full record should be made of the outcomes of the Return to School meeting. This should be retained on a file at the school. A copy should be provided to the student and the parents.

Where a student is returning from suspension following an incident that involved violence or weapons, the Principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the Return to School meeting and a Risk Management Plan be developed or a safety plan provided by the student's treating clinician. Ideally students (as appropriate) and parents should be part of the development and/or review of a Behaviour Support or Risk Management Plan.

Student Behaviour Breaches



Suspension continued

The student should not be re-admitted to the school until the issues identified in the Behaviour Support Plan, Risk Management Plan or safety plan are addressed. If the issues cannot be addressed before the final day of the suspension, the Principal must refer the matter to the School's Consultant who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to extend the suspension or for the Principal to grant approved leave.

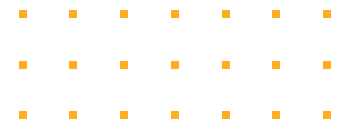
The Principal/Assistant Principal facilitating the Return to School meeting may include the following:

Introduce all personnel and explain that the purpose of the meeting is to talk about the Return to School Plan. The Return to School Plan outlines the strategies to improve student behaviour such as: what the student will do, what the school will do, what the family will do and intended outcomes. It is important to highlight the purpose of the plan is to assist the student's positive return to school while supporting appropriate behaviour and re-engagement in learning.

Briefly state the incident/s that led to suspension and the breach of school behavioural expectations/rules. This could include talking about who was affected by the incident/behaviour and how it impacted the school community as a safe and supportive learning environment. (Include references to the student's learning engagement/achievement levels).

Discuss with the student, suggestions for how they can restore right relationships with those who were involved. (This could also be done prior to the meeting to allow time for the student and family to discuss options prior to the meeting).

Student Behaviour Breaches



Suspension continued

Outline the re-entry procedures as detailed in the Behaviour Support Plan, Risk Management Plan or safety plan. Discuss each person's role in the implementation of the plan

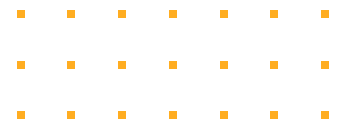
Ask the student to identify what it is they have learnt and if the same situation arose, what would they do differently. (Again, this could be asked prior to the meeting to allow time for the student and family to discuss at home). In addition to this, the student could offer suggestions as to how the school and family can help/support them to make more appropriate choices in the future

Outline monitoring / check in procedures and the time frame for the Return to School plan

Copies of the Behaviour Support Plan, Risk Management Plan or safety plan should be signed by all relevant parties. Specifics around expectations, support structures, consequences and time frame need to be clearly communicated

Discuss means of communication between school and family.

Student Behaviour Breaches



Expulsion

Expulsion - the total withdrawal of a student's right of attendance at the school, on the authority of the Director of Schools

Exclusion – prevents a student's enrolment in a systemic Catholic school in the Diocese of Broken Bay, on the authority of the Director of Schools.

When considering expulsion, the Principal with the support of the School's Consultant must:

- ensure, except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented.
- convene a formal disciplinary interview with the student and parents. Principals must ensure that the student and parents are given explicit information about the nature of the allegation(s) and are given the opportunity to consider and respond to the allegation(s). The key features of the interview should be documented.
- notify the student and the parents, in writing, that a negotiated expulsion from the school is being considered, giving reasons for the possible action.
- obtain and consider relevant reports from ie. external psychologist, CSBB Education Officer, school counsellor that includes recommendations for further action.
- provide the parents with a summary of behaviour breaches and school responses on which the consideration of expulsion.

Student Behaviour Breaches



Expulsion continued

- allow seven school days for the student and parents to respond.
- consider any response from the student and parents before proceeding further.
- discuss with the student and the parents the implications of an expulsion and provide information relating to the right to, and process for, an appeal (if the matter is to proceed). This could be done by telephone or in a meeting.
- Having reached a decision to commence the expulsion process the School's Consultant will notify the Director of Schools. The Principal should notify the Parish Priest/Priest in charge (where appropriate). The Director of Schools will notify the Principal, and the student and parents in writing of the determination in a timely manner and will assist the family where appropriate to find an alternate educational setting.
- In the majority of cases, expulsion from a particular school for misbehaviour will be finalised in a timely manner.

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