



ST JOSEPH'S PRIMARY SCHOOL LAURIETON

Whole School Approach to Student Behaviour Management Guidelines

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St Joseph's Primary School Laurieton

MISSION

'Enabling students to achieve the fullness of life'

VISION

'To be a Christ-centred learning community where each person is known and valued.'

SCHOOL MOTTO

'Courtesy, Faith and Diligence'

BELIEFS AND VALUES



Mission

Our school is founded on the mission of Jesus Christ through teaching and forming our Catholic identity and faith. The foundational values are exemplified with everyone we encounter.



Learning and Teaching

Our school's learning and teaching is based on a collaborative foundation to utilise contemporary research, innovation, technology, best whole school practice and holistic learning to engage and motivate students, resulting in high growth and achievement for each individual learner.



Pastoral Care

Our school ensures the wellbeing of students, staff and families by creating an inclusive, safe and engaging environment built on trust and respect.



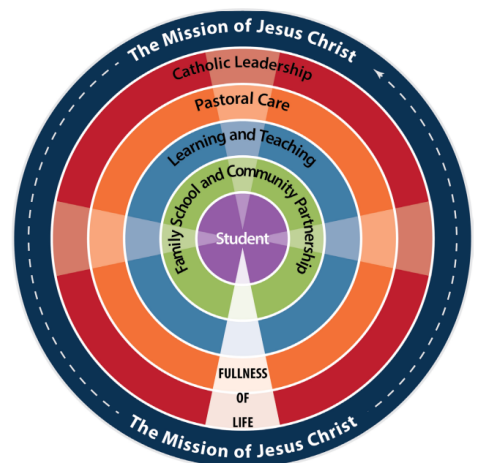
Catholic Leadership

All members of our community are responsible for leadership that is collaborative. All are clear in relation to our purpose for building capacity.



Family School and Community Partnership

Our school upholds quality partnerships with families, parish and the broader community. These are built on trust, acceptance, openness and respect to ensure improved student outcomes.



Rationale

St Joseph's aims to provide a positive, respectful and safe learning environment with a focus on our Catholic values of Courtesy, Faith and Diligence. The well-being of each and every child is paramount.

We believe student behaviour management is founded within a framework of Pastoral Care (see [Pastoral care Framework](#)).

The Pastoral Care Framework

The Catholic Worldview encompasses and influences Pastoral Care. In turn, Pastoral Care is inextricably linked with relationships and the mutual recognition of others, experienced most deeply through being cared for, respected and valued. Thus, the life-giving potential of the Catholic Worldview, and of authentic Pastoral Care enacted through relationships, permeates the systems, structures and everyday domains of practice in schools so as to ensure that the human dignity and wellbeing of every person is of paramount importance. With such influences and practices in place, the student who is at the heart of our endeavours, is afforded every opportunity to experience and choose the fullness of life.



Purpose of the Procedure:

The Behaviour Management Guideline at St Joseph's Laurieton is aimed at fostering self-regulation and aspires to empower students to take responsibility for their behaviour and make better choices. It emphasises the importance of student voice and the effectiveness of positive reinforcement. By encouraging students to reflect on and recognise the consequences of their actions, we support them to develop self-regulation skills and a sense of accountability. We believe that reflection and reconciliation is an imperative part of understanding our behaviour development, and have designated processes within the guidelines to be restorative and preventative.

These Behaviour Management Guidelines outlines the expectations for student behaviour and the management process when those expectations are not met, including the Three Tiers of Support below. It gives guidelines and procedures to follow to ensure that all children are treated fairly and with dignity within St Joseph's Laurieton.

These Behaviour Management Guidelines encompasses the expectations and procedures for student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member
- where there is a clear and close connection between the school and students'

behaviour

These guidelines will be implemented within the context of related DLCS Policies such as:

- [DLCS Pastoral Care Policy](#)
- [DLCS Student Anti-Bullying Prevention and Response Procedures](#)
- [DLCS Student Prohibit Weapons Procedures](#)
- [DLCS Suspension, Expulsion and Exclusion Policy](#)
- [DLCS Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People.](#)

These guidelines will be implemented within the context of the terms and conditions of enrolment.

Evidence Based Approach

At St Joseph's Primary School Laurieton, our Behaviour Management Guidelines are firmly linked to the Positive Behaviour for Learning (PB4L) framework, Restorative Practices, the Three Tiers of Intervention, the Pastoral Care Framework, and behaviour expectations as evidenced by AERO (Australian Educational Research Organisation).

These interconnected frameworks collectively foster a safe, inclusive, and supportive environment that prioritises the well-being and dignity of every student, reflecting the Catholic Worldview's emphasis on care, respect, and mutual recognition.

Our Guidelines promote building positive relationships and a culture of trust and belonging by explicitly teaching and reinforcing clear behavioural expectations, established through evidence-based routines and consistent practices. Restorative Practices further underpin our approach by facilitating meaningful dialogue and conflict resolution that strengthens community connections and personal accountability. Family-school partnerships are integral to this process; we actively engage carers through collaboration and consultation meetings, personalised planning meetings, regular communication, and student behaviour reflection feedback, ensuring transparency and collaboration in supporting student growth. Our behaviour management strategies are continually informed by comprehensive data collection and analysis of student behaviour, attendance, and wellbeing indicators, allowing us to monitor effectiveness and adjust interventions in alignment with current educational research and best practices. Grounded in the evidence base that highlights the importance of resilience, inclusivity, respect, and teaching expected behaviours, our guidelines ensure every student at St Joseph's is supported to flourish academically, socially, and emotionally within a nurturing and faith-centred community.

Family-School Partnerships

The partnership between school and family is vital in providing support for the behaviour development of each child. The school includes and communicates with families in a variety of ways; through personalised planning meetings, scheduled collaboration and consultation meetings, emails, phone calls and student behaviour Reflection Sheets shared with parents through the Compass network. Our behaviour management policies are transparent and available to our community on our school website and upon request, as we seek to enhance

the positive partnerships in order to benefit the development of our students.

Three Tiers of Support

St Joseph's Primary School Laurieton use the following support strategies and programs that are divided into the Three Tiers of Support to enhance and promote the positive behaviour development of students and their wellbeing. The Three Tiers of Support are designed to be inclusive and responsive to the diverse cultural backgrounds and neurodivergent needs of our students, where applicable.



Rights and Responsibilities

These guidelines have been developed in collaboration with staff, students and parents at St Joseph's Primary School.

Students have the right to learn in a safe, respectful environment and the responsibility to engage positively. Staff have the right to teach without disruption and the responsibility to provide active supervision, both inside classrooms and outside during playground, excursions, and other activities, where vigilance ensures safety and support. School leaders and parents share rights and responsibilities to foster open communication, mutual respect, and collective commitment to student well-being and success.

Whole School Expectations ([Appendix 1](#))

Students at St Joseph's are expected to demonstrate behaviours that ensure safety for themselves and others, with maximum opportunities to learn and display growth academically, emotionally, socially and spiritually. Our students will be explicitly taught the concepts of, then expected to uphold and model the school's values of ***"When we are Respectful, Responsible and Resilient, we help to live out our school values of Courtesy, Faith and Diligence."***

Classroom Expectations

Each class will formulate their own set of expectations at the beginning of the school year based on our whole school expectations. These are negotiated using student voice, choice and influence, and therefore owned by the children. Expectations are formulated in a positive way using positive language and are visible in the classroom. They will be continually reinforced and recognised when they are met. When expectations are not met, the consequences are clearly defined and consistently followed throughout the school.

By establishing clear expectations for behaviour, students are supported to understand the boundaries of acceptable behaviour and the potential consequences of breaking those boundaries.

Playground, Toilets, Events, Excursions and Bus Expectations

The whole school playground, toilet, events, excursions and bus behaviour expectations will be regularly reminded and referred to by staff. Similar to classroom expectations, they are formulated using positive language and displayed around the school in the appropriate areas. They will be continually reinforced and recognised when they are met. When the expectations are not met, the consequences are clearly defined and consistently followed throughout the school.

Promoting Positive Behaviours

St Joseph's Primary School Laurieton promotes positive behaviour through school-agreed practices that explicitly teach clear, consistent behaviour expectations. Students are supported to understand what is expected of them and how to meet these standards through direct instruction, opportunities to practice, and constructive feedback. Our teaching strategies intentionally focus on engaging students in meaningful learning, recognising that high engagement reduces behavioural disruptions and enhances academic success. Positive behaviours are regularly acknowledged and rewarded to reinforce a respectful and supportive school culture through assemblies, staff-led awards and student-led awards, house tokens, trophies, community publications, classroom meetings and informal or formal parent communications. Our approach actively encourages students to be upstanders against bullying and fosters respectful relationships through explicit social-emotional learning programs that build empathy, communication, and inclusivity.

Behaviour Management Procedures ([Appendix 2](#))

To **reinforce** Whole School Expected Behaviours, staff **remind** students of the expectations regularly. Staff will focus on one or two behaviours that may need extra attention and will refer to the behaviour expectations when a child is not following them.

When expected behaviours are not met by our students, we follow a process in order to re-teach the behaviour expectations. The behaviour management procedure protects the dignity and the right to feel safe at school for all members of the school community, including staff and students. The Behaviour Management Levels and Response Chart ([Appendix 2](#)) is enacted when a student fails to meet our agreed whole school expectations for behaviour. Staff will then assess the intensity, duration, frequency and perceived intent of the behaviour to determine which level and response is appropriate.

All incidents and letters are carefully recorded and documented by staff in Compass.

Behaviour management notes will need to be made using professional language and Professional Learning around this is provided for staff.

Parents and Carers will be notified of Behaviour Reflections through Compass on the same day. Parents will be asked to acknowledge that they have received the behaviour reflection sheet and have discussed the matter with their child. Parents or Carers will be called if an incident involving Level 3 behaviours occur.

When assessing whether a particular corrective consequence for a student is reasonable, teachers will have regard for all the relevant circumstances, including:

- if the student has a disability (including functional impact and related support needs;
- an understanding of the impacts of trauma and how the school has responded to help students feel safe; and
- the effect of the consequence on anyone else (such as fellow students).

Responses to unacceptable behaviour are framed by the principles of procedural fairness including the right to be heard, the right to respond and the proportionality of the consequence.

Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. The school does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.

The school will seek advice from DLCS staff if it is considering implementing restrictive practices. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

The school will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour.

Any form of unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to the police or other authorities, as appropriate such as, the Regional Assistant Director and the Child Safeguarding Manager.

The school provides NESA-accredited targeted, differentiated, high-quality professional development for staff based on identified school needs. This includes staff being supported to implement any change in practice, and practice will be monitored, reviewed and evaluated over time.

Appendix

- Appendix 1 - Whole School Behaviour Expectations
- Appendix 2 - Behaviour Management Levels and Response Chart
- Appendix 3 - Infants Behaviour Reflection Sheets
- Appendix 4 - Primary Behaviour Reflection Sheets
- Appendix 5 - Sample Parent Notification letter

Related Policies And Guidelines

- Pastoral Care and Well-Being Policy
- Staff Handbook
- [Pastoral care Framework](#)
- [Attachment 5 - Catholic Schools Office Lismore - Suspension and Expulsion SOP](#)

Appendix 1



St Joseph's Laurieton **Whole School Expectations**

"When we are Respectful, Responsible and Resilient we help to live out our school values of Courtesy, Faith and Diligence."

CLASSROOM AND LEARNING SPACES

I am Respectful when:	I am Responsible when:	I am Resilient when:
• I allow others the right to learn • I care for the classroom environment • I am reverent • I show kindness to others • I listen to others • I use technology and other equipment appropriately	• I listen to others • I look after my personal belongings • I am prepared with what I need to learn • I take pride in my work	• I try my best • I learn from my mistakes and seek feedback • I am a problem solver and a risk taker in learning • I ask for support when needed

TOILETS

I am Respectful when:	I am Responsible when:	I am Resilient when:
• I give others privacy • I keep the toilets clean and tidy • I use a quiet voice	• I use the toilet and basin properly • I sit on seats • I wash my hands • I try to use the toilet in breaks	• I ask for help if needed

EATING AREAS & PLAYGROUND AREAS

I am Respectful when:	I am Responsible when:	I am Resilient when:
• I care for the environment and put my rubbish in the correct bin • I play fairly and negotiate rules • I listen to others • I am kind to others • I include others in my games • I apologise for accidents and help others • I use appropriate language	• I sit down to eat • I pack away my lunchbox or bag • I wear my hat • I walk on footpaths • I play in the correct areas • I play safely and keep my hands and feet to myself	• I bounce back from disagreements • I ask for help when needed • I acknowledge apologies from others • I show good sportsmanship

BUS		
I am Respectful when:	I am Responsible when:	I am Resilient when:
• I talk quietly • I listen to the bus driver and teachers • I use appropriate language and actions on the bus • I allow anyone to sit next to me	• I line up in two lines outside year 4 • I sit in our bus lines • Year 5 and 6 sit on the metal seats • I keep my phone in my bag • I stay seated correctly on the bus until my stop • I keep my bag at my feet on the floor of the bus • I wear the seatbelt on the bus if it has one	• I report incidents to the bus driver • I ask for help when needed

HOME LINES		
I am Respectful when:	I am Responsible when:	I am Resilient when:
• I talk quietly • I sit and stay with my class group • I listen to the teacher for my name to be called • I use appropriate language	• I keep my phone and other belongings in my bag • I take my bag and walk to the gate when my name is called	• I report incidents to the teacher • I ask for help when needed

SCHOOL EVENTS (on and off site)		
I am Respectful when:	I am Responsible when:	I am Resilient when:
• I wear my uniform with pride • I listen to speakers and follow instructions • I am reverent and respectful • I use my best manners • I am a WEST person (Welcoming, Encouraging, Say Sorry and Thanks)	• I am a good representative of my school • I make safe choices • I help others and take care of visitors • I keep my hands and feet to myself • I stay with my group • I put all rubbish in the bin	• I ask for help when needed • I celebrate others success • I bounce back from disappointment • I listen to feedback



St Joseph's Primary School **Laurieton**

Behaviour Management Levels and Response Chart

Whole School Expected Behaviours	Staff Response - Explicit teaching and regular reminders of the whole school expectations
A behaviour incident occurs: 1. The behaviour is identified, witnessed or reported 2. Teacher investigates the incident 3. Teacher assesses the level of behaviour and follows the indicated response	
Level 1	Staff Response - Teacher Managed
The following are Minor behaviours: - Disrespect toward staff - Disrespect towards students - Displaying negative attitude towards learning - Disrupting learning - Not following directions - Inappropriate use of equipment - Inappropriate gestures - Inappropriate language - Inappropriate use of technology - Unfair play - Exclusion - Out of bounds - Littering - Uniform - Inappropriate transitions - Physical contact - Other	These behaviours will be 'Teacher Managed' and are recorded in Compass. They may include any of the following: - Verbal reminder / warning - Verbal Reflection/ Discussion - Reteach whole school expectations - Re-Do work - Reflection time in class - Name on board/ Move name on board - Timeout - Miss out on reward time - Restorative Action - Consideration to all Tier 1 supports - Call to parent/carer - Email to parent/carer
Level 2	Staff Response - Behaviour Reflection
The following are Major Behaviours: - Repeated minor behaviour - Bullying (targeted and repeated) - Damage to equipment/property - Deceitful - Defiance - Disrespect to staff or students - Disrupting learning - Inappropriate use of equipment - Inappropriate use of technology - Inappropriate language towards a member of staff - Inappropriate language towards a student - Left class without permission	If the incident poses a safety risk, the teacher is to complete a risk assessment on Compass and respond appropriately. Behaviour Reflection's are recorded in Compass and the student is enrolled in a Behaviour Reflection during the next lunch time. The student will need to reflect on their behaviour with a teacher by discussing, responding and writing down their actions. Parents will be sent a notification of this and will need to acknowledge the incident in Compass It may also include:

- Physical altercation - Violent behaviour - Leaving school grounds - Theft - Repeated and targeted behaviour - Inappropriate physical contact - Biting - Spitting (directed at someone) - Other	- a restorative action - Consideration to all Tier 1 or 2 supports - Call to parent/carer
Level 3	Staff Response - Principal Behaviour Reflection
- Repeated Level 2 behaviour - Bullying (targeted and repeated) - Cyberbullying - Physical altercation - Repeated and targeted behaviour - Inappropriate physical contact - Violent behaviour - Leaving school grounds - Theft - Repeated and targeted behaviour - Inappropriate physical contact - Sexual harassment - Exposure - Racial discrimination - Bringing weapons to school - Inappropriate use of technology that damages reputation or identifies our school and/or students - Other	If the incident poses a safety risk, the teacher is to complete a risk assessment on Compass and respond appropriately. After 3 Behaviour Reflections, the student must have a Principal Behaviour Reflection - this is 2 lunch times off the playground with the Principal or Assistant Principal. The student will need to reflect on their behaviour with a teacher by discussing, responding and writing down their actions. Parents will be called. It may also include: - a restorative action - Consideration to all Tier 2 or 3 supports - personalised behaviour management plan - personalised play plan - Case Management Meeting
Level 4	Staff response - referred to Principal
- Repeated Level 3 behaviour - Bullying (targeted and repeated) - Cyberbullying - Physical altercation - Violent behaviour - Leaving school grounds - Theft - Repeated and targeted behaviour - Inappropriate physical contact - Sexual harassment - Exposure - Racial discrimination - Bringing weapons to school - Inappropriate use of technology that damages reputation or identifies our school and/or students - Vaping - Other	Behaviours at this level are referred directly to the Principal and a risk assessment on Compass is immediately completed. Responses to behaviours may include the following: - Student immediately removed from classroom / playground - supervised by the Principal - Parents contacted immediately - Consideration to Tier 2 or 3 supports - Lismore CSO contacted - Risk Assessment Management Plan conducted (RAMP) - personalised behaviour management plan - personalised play plan - Case Management Meeting - In school suspension (CSO guidelines) - Out of school suspension (CSO guidelines) - Exclusion from school (CSO involvement)



St Joseph's Primary School

When we are Respectful, Responsible and Resilient we help to live out our school values of Courtesy, Faith and Diligence



Reflecting On My Choices- Infants

Name:

Class:

Date:

The teacher who asked me to reflect on my actions is:

This is what happened (what I did and how it affected others)...

Which behaviour expectation do I need to practise?

Being Respectful

Being Responsible

Being Resilient

How did I make my friend or teacher feel?

happy



sad



mad



scared



frustrated



Circle the zone YOU were in:



Blue



Green



Yellow



Red

Next time I will choose to...

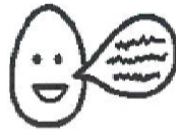
have SAFE feet



have SAFE hands



use kind words



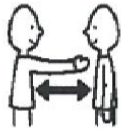
listen and not
talk during
instruction



ask for a calm
break



say "I need
space."



ask someone to
"Please stop."



follow directions



stay in my work
area

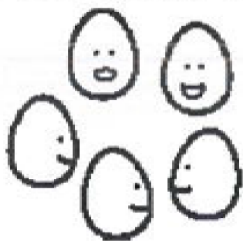


say, "I don't
understand."



How can I make things better?

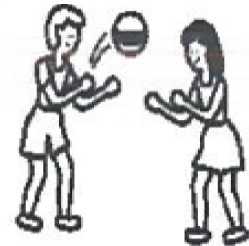
When I make good choices...



Others want to be with me.



Others feel good around me.



Others play with me.



People know that I am kind.



I feel proud.



I learn in class

Lunch Reflection Teacher signature:

Student signature:

DATE:

DATE:

Parents/Carers will receive a digital form that needs to be completed to acknowledge they have discussed this reflection with their child.

Please complete ASAP. This will be recorded in Compass.



St Joseph's Primary School

When we are Respectful, Responsible and Resilient we help to live out our school values of Courtesy, Faith and Diligence



Reflecting On My Choices- Primary

Name:

Class:

Date:

The teacher who asked me to reflect on my actions is...

This is what happened (what I did and how it affected others)...

Who was affected by my actions? How would they have felt?

Which behaviour expectation do I need to practise?

Being Respectful

Being Responsible

Being Resilient

Circle the zone you were in:

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

To return to the Green Zone I should have...

How can I make things better?

In the future I will...

When I follow our school's expected behaviours, some of the positive things that happen are...

Lunch Reflection Teacher signature:

Student signature:

DATE:

DATE:

Parents/Carers will receive a digital form that needs to be completed to acknowledge they have discussed this reflection with their child.

Please complete ASAP. This will be recorded in Compass

Parent/Guardian/Carer Letter - Behaviour Reflection

BEHAVIOUR REFLECTION 1

{entryCreatedDate}

Dear {parentName}

Your child {studentName} has spent one session in Behaviour Reflection at lunchtime reflecting on their choices and has been able to articulate the expected behaviour that they would demonstrate in the future.

This is your child's first Behaviour Reflection session for this term.

{studentFirstName} has completed a Reflection Sheet to identify and help them take ownership of their behaviour, to consider the impact of this behaviour on others and how to make amends to those who have been impacted by their choices.

{studentFirstName} has responded appropriately and I am satisfied that this particular incident has been resolved. You can view the behaviour reflection sheet {studentFirstName} has completed by going to "Chronicles" in your Compass App or on your PC/Web browser by clicking on "Profile" under {studentFirstName}'s photo. Then click on the behaviour reflection attachment.

Please acknowledge that you have viewed and discussed the Behaviour Reflection with your child by clicking [HERE](#).

If you wish to discuss the incident further please contact {staffnameclassteachername}.

Regards

{staffName}

BEHAVIOUR REFLECTION 2

{entryCreatedDate}

Dear {parentName}

Your child {studentName} has spent one session in Behaviour Reflection at lunchtime reflecting on their choices and has been able to articulate the expected behaviour that they would demonstrate in the future.

This is your child's second Behaviour Reflection session for this term.

{studentFirstName} has completed a Reflection Sheet to identify and help them take ownership of their behaviour, to consider the impact of this behaviour on others and how to make amends to those who have been impacted by their choices.

{studentFirstName} has responded appropriately and I am satisfied that this issue has been resolved. You can view the behaviour reflection sheet {studentFirstName} has completed by going to "Chronicles" in your Compass App or on your PC/Web browser by clicking on "Profile" under {studentFirstName}'s photo. Then click on the behaviour reflection attachment.

Please acknowledge that you have viewed and discussed the Behaviour Reflection with your child by clicking [HERE](#).

If you wish to discuss the incident further please contact {staffnameclassteachername}.

Regards

{staffName}

BEHAVIOUR REFLECTION 3

{entryCreatedDate}

Dear {parentName}

Your child {studentName} has spent one session in Behaviour Reflection at lunchtime reflecting on their choices and has been able to articulate the expected behaviour that they would demonstrate in the future.

This is your child's third Behaviour Reflection session for this term. If your child has to attend a fourth Behaviour Reflection for the term they will also have to meet with the Principal or delegate and will miss two lunch times off the playground. Further consequences may also be put in place.

{studentFirstName} has completed a Reflection Sheet to identify and help them take ownership of their behaviour, to consider the impact of this behaviour on others and how to make amends to those who have been impacted by their choices.

{studentFirstName} has responded appropriately and I am satisfied that this issue has been resolved. You can view the behaviour reflection sheet {studentFirstName} has completed by going to "Chronicles" in your Compass App or on your PC/Web browser by clicking on "Profile" under {studentFirstName}'s photo. Then click on the behaviour reflection attachment.

Please acknowledge that you have viewed and discussed the Behaviour Reflection with your child by clicking [HERE](#).

If you wish to discuss the incident further please contact {staffnameclassteachername}.

Regards

{staffName}

PRINCIPAL REFLECTION

{entryCreatedDate}

Dear {parentName},

Your child {studentName} has spent their lunchtime sessions in 'Principal Reflection' after receiving their fourth Behaviour Reflection this term or due to a higher level of behaviour. During these sessions, they reflected on their choices with the Principal (or delegate) and were able to articulate the expected behaviour that they would demonstrate in the future.

This is your child's fourth Behaviour Reflection session for this term. Please take the time to have serious conversations with your child about the behaviour you expect of them at school and consider making a meeting with the school (e.g. class teacher, additional needs teacher, counsellor, Family Connect worker, Principal) to discuss further strategies or consequences that may strengthen your child's understanding of these behaviour expectations or support them to make better choices that will enhance their learning.

{studentFirstName} has completed a Reflection Sheet to identify and help them take ownership of their behaviour, to consider the impact of this behaviour on others, and to make amends with those who have been impacted by their choices.

{studentFirstName} has responded appropriately and I am satisfied that this issue has been resolved. You can view the behaviour reflection sheet {studentFirstName} has completed by going to "Chronicles" in your Compass App or on your PC/Web browser by clicking on "Profile" under {studentFirstName}'s photo. Then click on the behaviour reflection attachment.

Please acknowledge that you have viewed and discussed the Behaviour Reflection with your child by clicking [HERE](#).

If you wish to discuss the incident further please contact {staffnameclassteachername}.

Regards

{staffName}

	What happens when we follow behaviour expectations
K	• Move your name up • Superstar • You might get an award • Recognition and praise • Might get class of the week • extra play • marbles in the jar
1 and 2	• Move your name up • Superstar • you might get an award • The teacher might say you are doing a good job • class of the week- get to carry the trophy- might get the trophy on your table • extra play • stamp in your book • marbles in the jar (yr2)- working towards a reward day • raffle ticket- towards a movie and popcorn • nice feeling of "happy to be in class" • Get to do fun learning • computer time?
3 and 4	• Tokens, • early mark, • free time, • stamp/sticker in book, • a reward, • play a game outside or inside, • award in assembly, • raffle tickets, • prize box, • house points (Harry Potter), • extra play, • show others your work, • less learning and more fun
5 and 6	• Free Time • Early mark • acknowledgement • computer time • being a good role model • award at assembly • spirit of Jesus/ ministry award • name moved up • noticed by the mystery teacher • extra sport time • extra games • shortened task • academic awards • spirit of St Joseph's award - Year 6

Level of Risk		Likelihood of the behaviour. How likely is it that the behaviour may occur again?				
		Rare May occur in exceptional circumstances	Unlikely Unlikely to occur in some circumstances. (e.g., less than once per month).	Possible Possible to occur in some circumstances. (e.g., one to three times per month).	Likely Likely to occur (e.g., one or more per week).	Almost Certain Almost certain to occur (e.g., daily).
Impact of the behaviour If the behaviour occurred, what would the impact be on the school community?	A behaviour that causes INSIGNIFICANT IMPACT on the safety or wellbeing of others, self and/or the school community that causes minor disruption and does not lead to injury or physical harm.	LOW RISK	LOW RISK	LOW RISK	LOW RISK	LOW RISK
	Behaviour that causes MINOR IMPACT on the safety or wellbeing of others, self and/or school community that requires a response to de-escalate the situation or ensure the safety of the student or other people and/or reduce environmental risk.	LOW RISK	LOW RISK	MEDIUM RISK	MEDIUM RISK	MEDIUM RISK
	Behaviour that causes MODERATE IMPACT on the safety or wellbeing of others, self and/or school community that requires an immediate response to avert adverse outcomes and reduce risk to the student or others.	MEDIUM RISK	MEDIUM RISK	MEDIUM RISK	HIGH RISK	HIGH RISK
	Behaviour that causes MAJOR IMPACT on the safety or wellbeing of others, self and/or school community and likelihood to cause significant injury. Or an outcome that requires a physical or mental emergency first aid response/medical treatment.	MEDIUM RISK	MEDIUM RISK	HIGH RISK	EXTREME RISK	EXTREME RISK
	Behaviour that causes SERIOUS & CRITICAL IMPACT on the safety or wellbeing to others, self and/or school community or likelihood to cause serious injury that requires an emergency response, medical treatment or a behaviour that is a criminal act.	MEDIUM RISK	HIGH RISK	HIGH RISK	EXTREME RISK	EXTREME RISK