



ST JOSEPH'S PRIMARY SCHOOL LAURIETON

Behaviour Management Policy

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| Author: | St Joseph's Laurieton |

St Joseph's Primary School Laurieton

SCHOOL MOTTO

'Courtesy, Faith and Diligence'

MISSION

'Enabling students to achieve the fullness of life'

VISION

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

BELIEFS AND VALUES

- 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.
- 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.
- Our school ensures the wellbeing of students, staff and families by creating an inclusive, safe and engaging environment built on trust and respect.
- All members of our community are responsible for leadership that is collaborative. All are clear in relation to our purpose for building capacity.
- 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.

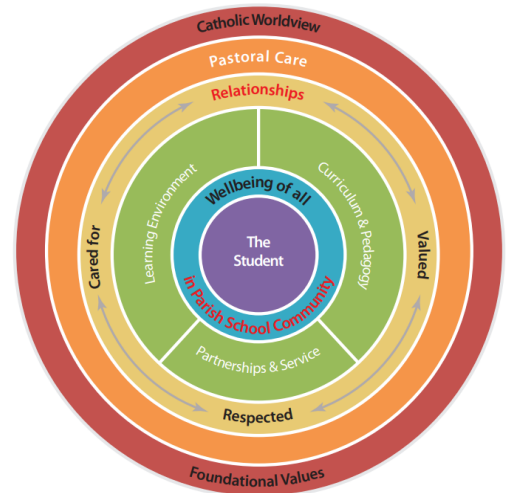
Rationale

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.



The Behaviour Management Policy 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 policy to be restorative and preventative.

Scope

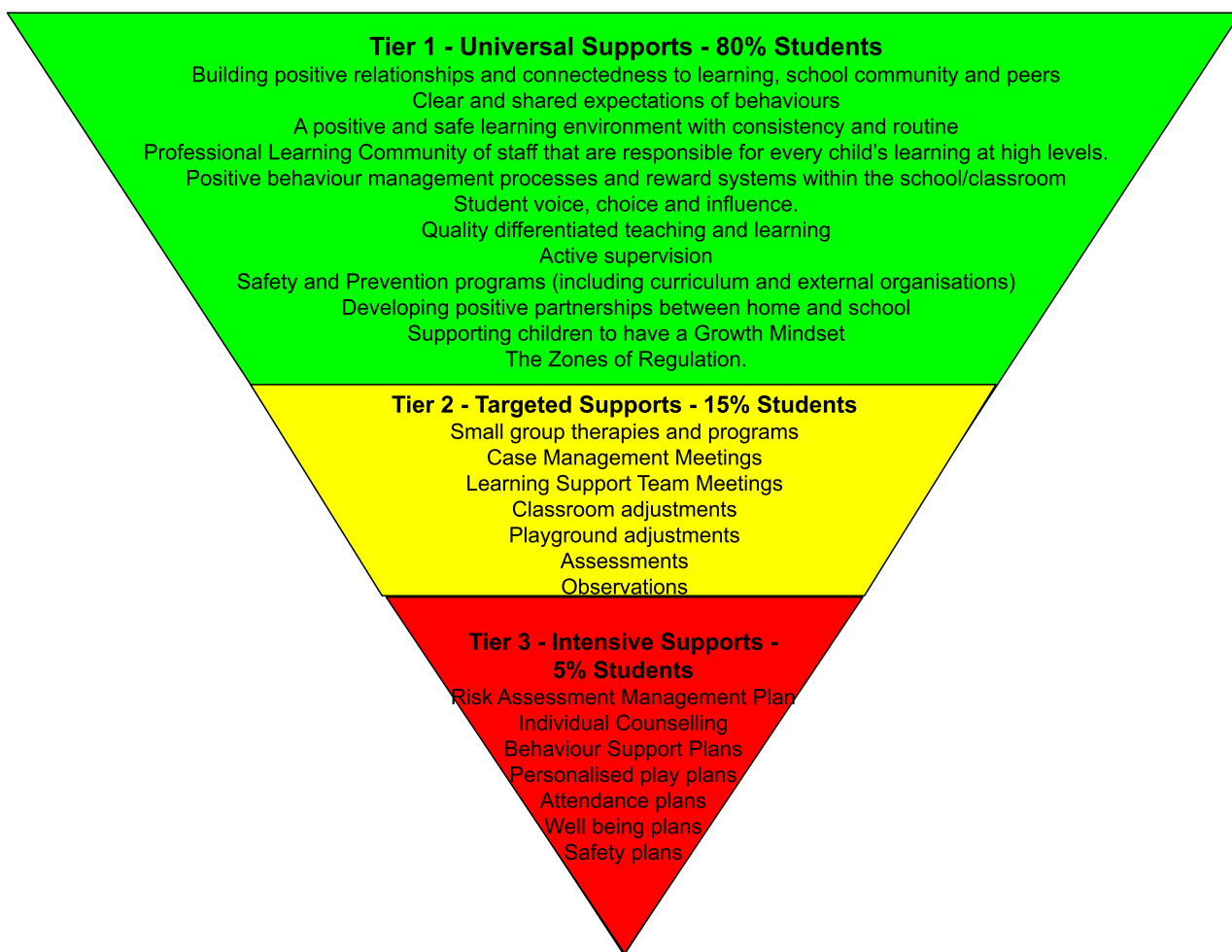
This Behaviour Management Policy outlines the expectations for student behaviour and the management process when those expectations are not met, including the Three Tiers of Support below. It gives guidelines and procedures to follow to ensure that all children are treated fairly and with dignity within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

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 Learning Support Team meetings, varied types of personalised plans, emails, phone calls and student behaviour Reflection Sheets to be signed by carers. 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:



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 around 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.

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.

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.

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: |
|---|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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: |
|---|---|--|
| <ul style="list-style-type: none"> • I give others privacy • I keep the toilets clean and tidy • I use a quiet voice | <ul style="list-style-type: none"> • I use the toilet and basin properly • I sit on seats • I wash my hands • I try to use the toilet in breaks | <ul style="list-style-type: none"> • I ask for help if needed |

EATING AREAS & PLAYGROUND AREAS

| I am Respectful when: | I am Responsible when: | I am Resilient when: |
|---|--|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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: |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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: |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • I keep my phone and other belongings in my bag • I take my bag and walk to the gate when my name is called | <ul style="list-style-type: none"> • 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: |
| <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
| <p>The following are Minor behaviours:</p> <ul style="list-style-type: none">- 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 | <p>These behaviours will be 'Teacher Managed' and are recorded in Compass. They may include any of the following:</p> <ul style="list-style-type: none">- 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 |
| <p>The following are Major Behaviours:</p> <ul style="list-style-type: none">- 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- Physical altercation- Violent behaviour | <p>Behaviour Reflection's are recorded in Compass and the student is enrolled in a Behaviour Reflection during the next lunch time.</p> <p>The student will need to reflect on their behaviour with a teacher by discussing, responding and writing down their actions.</p> <p>Parents will be sent a notification of this and will need to acknowledge the incident in Compass</p> <p>It may also include:</p> <ul style="list-style-type: none">- a restorative action- Consideration to all Tier 1 or 2 supports- Call to parent/carer |

| | |
|--|---|
| <ul style="list-style-type: none"> - Leaving school grounds - Theft - Repeated and targeted behaviour - Inappropriate physical contact - Biting - Spitting (directed at someone) - Other | |
| Level 3 | Staff Response - Principal Behaviour Reflection |
| <ul style="list-style-type: none"> - 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 | <p>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.</p> <p>It may also include:</p> <ul style="list-style-type: none"> - 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 |
| <ul style="list-style-type: none"> - 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 | <p>Behaviours at this level are referred directly to Principal and may include the following:</p> <ul style="list-style-type: none"> - 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...

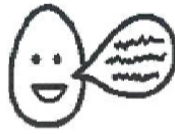
have SAFE feet



have SAFE hands



use kind words



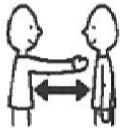
listen and not
talk during
instruction



ask for a calm
break



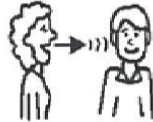
say "I need
space."



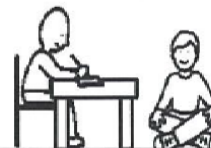
ask someone to
"Please stop."



follow directions



stay in my work
area

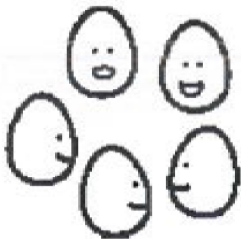


say, "I don't
understand."



How can I make things better?

When I make good choices...



Others want to be with me.



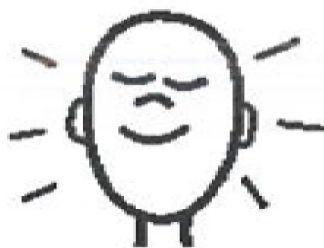
Others feel good around me.



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.



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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

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. A copy of the reflection sheet can be found in your Compass portal.

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

Regards

{staffName}