



Previous Review Date:	n/a
Next Review Date:	October 2027

Whole School Approach to Behaviour

1. The School Catholic Mission and Behaviour

Grounded in our Catholic mission, with Christ at the center, our school cultivates a community where encountering His light inspires **respect** in all interactions. This commitment to **respect**, stemming from the Good News, shapes our expectations for behaviour, enabling every student to thrive within our community and in the wider world.

The school's 'Wellbeing to Thrive' program, using the core tenet of respect and rooted in scripture, uses Positive Behaviour School (PBS) strategies to teach students expectations and reasons for behaviours. Recognising the inextricable links between wellbeing, behaviour, and learning; always with a Catholic worldview, students are guided through understanding how their actions affect themselves and others, promoting holistic development of self and community.

2. Purpose of the Procedure

This guideline serves to clearly define the school's behavioural expectations, the methods for promoting positive conduct, and the procedures for responding to unmet expectations. These encompass student behaviour at school, during school-related activities (on or off-site, and travel to/from), and even outside these contexts when a clear link to the school exists. This includes conduct involving social media and technology when it affects other students or staff and has a discernible connection to the school environment.

This guideline will be implemented within the context of the terms and conditions of enrolment and 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.

3. Evidence-based Approach

This behaviour management guide outlines our commitment to fostering a positive and safe learning environment through evidence-based approaches, including Positive Behaviour Support (PBS) strategies and restorative practices. PBS recognizes that behaviors develop and are maintained within the context of a person's abilities, needs, and the environment. Research has demonstrated the effectiveness of restorative justice in schools, with studies indicating its positive impact on reducing disciplinary issues, decreasing suspension rates, and improving school climate (Learning Policy Institute, 2018).

St Joseph's engaged a professional Occupational Therapist to align all programs under the 'Wellbeing to Thrive' banner offering streamlined support for all students. We utilize data-driven decision-making to proactively guide our strategies, ensuring that all students are supported in developing pro-social behaviours and that interventions are tailored to meet the specific needs of our school community. This approach aims to promote a culture of respect, trust, responsibility, and accountability, focusing on repairing harm and strengthening relationships.

4. Rights and Responsibilities

St Joseph's Primary School upholds the right of every student to a supportive and secure environment conducive to optimal growth in their academic pursuits, spiritual formation, and social-emotional development.

Through a collaborative process, a clear awareness of these fundamental rights, and the corresponding responsibility for all people to uphold these rights through agreed behavioural expectations, is consistently shared with the school community via regular assemblies, dedicated wellbeing forums, and parent-teacher meetings.

Active supervision within and beyond the classroom; extending to the playground, excursions or sporting days and beyond, allows staff to provide immediate feedback on behaviour that may not meet these expectations. Use of School-wide consistent language, through the focus of 'Respect for Self, Others and the Environment' supports all staff and students to understand the persistent expectations of responsible behaviours that enable these rights and appropriate intervention or reteaching as required.

5. Behaviour Expectations

St Joseph's School, in collaboration with staff, students and parents, have created a matrix of expected behaviours for all students to follow. (appendix 1).

Each behaviour is centered around Respect for Self, Respect for Others and Respect for the Environment.

Behaviours are promoted each week through the Wellbeing to Thrive Zoom where behaviours are linked to community and personal wellbeing. These focus behaviours are then reiterated at Weekly Assembly and 'Gotcha' award counts and prizes.

Where necessary, staff collaborate with members of the Wellbeing Team to support students with adjustments and/or additional teaching of behaviours.

6. Promoting Positive Behaviour

Behavioural expectations are systematically reinforced within the classroom environment through the consistent display of visual aids, including the behaviour matrix and flowchart (appendix 2). Furthermore, school assemblies and Wellbeing Zoom sessions serve as platforms to reiterate these expectations and cultivate positive conduct by emphasizing the reciprocal impact of individual behaviours on the collective well-being of all community members. Positive behaviour is acknowledged and incentivized through a multi-tiered system encompassing immediate recognition via the 'Gotcha' initiative, regular weekly commendations, and prestigious accolades such as the 'School Spirit Award'. Positive behaviour is also reinforced through fortnightly 'Wellbeing @ Joey's' flyers to promote common language between school and home.

St Joseph's refers to the DLCS Student Anti-Bullying Prevention and Response Procedures when responding to adverse behaviours and conducts all investigations and actions in a supportive manner, always remembering to uphold the dignity of all people.

7. Procedure for Responding to Behaviour that Does Not Meet Expectations

St Joseph's Primary School follows a behavioural flowchart (appendix 3) when responding to behaviour that does not meet school expectation.

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.

When warranted, St Joseph's will follow the DLCS Suspension, Expulsion and Exclusion procedure.

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.

8. School Expectations for Record Keeping and Monitoring

St Joseph's Staff use the COMPASS platform to record behaviour incidents, using appropriate and professional language. During induction and through Staff Meetings and Memos, staff are reminded of these expectations to keep record keeping factual and devoid of emotive language of opinions. The school's wellbeing team regularly reviews the data and offers pastoral support for students as required to assist them in understanding and following the school's behavioural expectations.

9. Staff Professional Learning

St Joseph's uses data from COMPASS, student, and parent surveys (Tell Them from Me, interview protocols, PAT SEW) to identify areas of need for professional development supporting behaviour management within the school. Professional development opportunities are then sourced from various providers, including the Australian Education Research Organisation or Diocese of Lismore Catholic Schools. Staff Meetings are also utilised to provide support to enact the Whole School Approach individually and collectively to Behaviour as well as Anti-Bullying Approaches.

Related Documentation

Disability Standards for Education 2005 (Cth)
DLCS Child Protection Policy Education Act 1990 (NSW)
Catholic Education in the Diocese of Lismore: The Mission of Jesus Christ Foundational Values
Child Safeguarding Code of Conduct
Child Safeguarding Complaints Management
Child Safeguarding Policy
Procedures for Reporting and Responding to Child Safety Incidents and Concerns Staff and Students
Inclusive Practices Policy
Pastoral Care Policy
Whole School Approach to Pastoral Care
Student Anti-Bullying Prevention and Response Procedures
Substance Management Policy
Suspension, Expulsion and Exclusion Policy
Suspension and Expulsion Standard Operating Procedure
Professional Boundaries Policy
Student Prohibited Weapons Guidelines
Student Non-Attendance Procedures

Appendix 1 - Wellbeing to Thrive Overview



Appendix 2 - PBS Behaviour Matrix



St Joseph's Primary Tweed Heads Expectations

Always Faithful, Always Proud



At St Joseph's always RESPECT:	All Areas	Learning Spaces (All classrooms, Music, Library)	Transition (To classes/Between classes, Bus/Pick Up, To/From Play)	Playground (School & Council Playground, Canteen)	Toilets	Sacred Spaces (Church, prayer garden, liturgies, meditation)	Community (Representing our school)
	✓ I am safe ✓ I am confident ✓ I am resilient ✓ I own my behaviour ✓ I make good choices ✓ I make Jesus real through my words and actions	✓ I look after my own belongings ✓ I take turns ✓ I am organised to learn ✓ I focus on my learning	✓ I walk quickly, quietly and safely to the correct areas ✓ I move promptly at bell times ✓ I sit quietly in the correct area	✓ I am a good sport ✓ I play by the rules ✓ I wear my hat ✓ I play safely ✓ I line up at the canteen ✓ I wait my turn at the canteen	✓ I only use the toilets when I need to ✓ I always flush the toilet and wash my hands ✓ I leave my food /drink outside the toilet	✓ I am reverent ✓ I enter a sacred space quietly ✓ I participate in mass, liturgy and meditation respectfully	✓ I speak with pride about my school ✓ I wear my school uniform with pride
	✓ I listen to others ✓ I care for others ✓ I help others ✓ I speak respectfully to others	✓ I listen to others ✓ I respect other people's belongings ✓ I respect other people's right to learn	✓ I walk past other classes quietly	✓ I always include others ✓ I play fairly with others and take turns	✓ I respect the privacy of others ✓ I take turns in cubicles ✓ I wait outside for my friends	✓ I respect other people's right to participate, reflect and pray	✓ I speak and behave respectfully to members of the community
	✓ I show care for our classrooms, school buildings and gardens	✓ I keep my learning space clean and tidy ✓ I use technology appropriately	✓ I stay out of garden areas ✓ I cross the road with teacher supervision	✓ I play in the correct areas ✓ I return play equipment ✓ I put all rubbish in the bin	✓ I use toilet paper, soap and water appropriately ✓ I turn the taps off when I leave	✓ I respect the church and prayer garden as sacred spaces	✓ I show respect for the environment outside our school grounds

Appendix 3 - PBS Flowchart



PBS Flowchart



At St Joseph's, we believe everyone has the right to learn and grow in a safe and loving environment. We aspire to Make Jesus Real through all of our actions and interactions. We therefore encourage all of our community members to respect self, others and the environment at all times. We also acknowledge that mistakes are made and commit to responding to inappropriate behaviour in a consistent and supportive manner.

MINOR BEHAVIOURS

Off task behaviours	Disrupting the learning of others	Low level inappropriate language
Not engaging in classwork	Disrespect/backchat towards staff	Non-compliance with uniform policy
Disrespect towards students; including putdowns, exclusion etc.	Disrespect of school or others property; including IT	Any other low level unsafe or disrespectful behaviour that does not follow school expectations.
Rough play	Lateness or low level truancy	

CLASSROOM

TEACHER MANAGED

Eg. Reminders, Name moved in traffic lights/board, loss of privileges/rewards time, short time-outs for reflection, missed play with teacher.

BUDDY CLASS

If minor behaviours continue after a minimum of 2 reminders/warnings, students will be sent to my Buddy Class for 10 minutes. Compass entry

TIME OUT

If behaviours continue, parents will be contacted and students placed on a formal Time Out in the office at Lunch Time.

PLAYGROUND

Reminder

A reminder about safe and respectful play

Calm time

5 minutes sitting out to calm and reflect. Compass entry

Office Referral

Student is sent to the office for the remainder of lunch

Any student that receives 3 formal Time Outs in a term will be excluded from the PBS Rewards Day.

Repeated minor behaviours will be treated as a major behaviour and be referred to the Assistant Principal Mission and/or Principal.

MAJOR BEHAVIOURS

Repeated Minor Behaviours	Aggressive/Offensive/Inappropriate language	Aggressive or unsafe physical contact
Bullying: Targeted and persistent harassment, including cyberbullying	Theft and/or intentional property damage	Any other behaviour that causes or could potentially cause significant harm to self, others or school reputation.
Extreme defiance and/or disrespect		

Major behaviours to be referred directly to the Assistant Principal Mission and/or Principal. Possible consequences include additional Time Outs, exclusion from school or representative events as well as formal internal or external suspensions in conjunction with parent contact.