



ST JOSEPH'S
PRIMARY SCHOOL **WOODBURN**

Behaviour Management

Date Ratified	Review Date
2024	2026

Rational

At St Joseph's Primary School Woodburn, all interactions and behaviour management of students is based on Gospel values, as well as, the premise that students are made in God's image. Accordingly, the unique dignity of all persons is paramount in our relationships and how we manage behaviour.

At St Joseph's, behaviour management focuses on proactive strategies such as building positive relationships, explicitly teaching expectations, and creating conducive learning environments.. It emphasises understanding the "why" behind behaviour and, through restorative practices, that focus on repairing harm and help maintain a sense of community. Our approach utilises de-escalation, positive reinforcement, and consistent routines to support students to ensure safety and prosocial behaviours for all.

These procedures encompass student behaviour that occurs:

- i. At school;
- ii. On the way to and from school;
- iii. On school-endorsed activities that are off-site;
- iv. Outside school hours and off school premises where there is a clear and close connection between the school and students' conduct;
- v. When using social media, mobile devices and/or other technology involving another student or staff member; and
- vi. Where there is a clear and close connection between the school and students' behaviour.

This guideline will be implemented within the context of related DLCS Policies such as:

- i. DLCS Pastoral Care Policy;
- ii. DLCS Student Anti-Bullying Prevention and Response Procedures;
- iii. DLCS Student Prohibit Weapons Procedures;
- iv. DLCS Suspension, Expulsion and Exclusion Policy; and
- v. 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.

Purpose

The purpose of the guideline is to clearly outline the school's expectations for behaviour, how positive behaviour is promoted and the procedure for responding to behaviour that does not meet expectations.

School Community Behaviour Code

PBS stands for Positive Behaviour Support. The aim of PBS is to use: common language, common practices, and consistent application of positive and negative reinforcement.

PBS is a way of collecting data about behaviour throughout the school. This enables us to support students who are having major behaviour problems, keep all students safe and keep track of any areas in the school where unsafe behaviour may be occurring.

Our four school rules



Mascot

'Glossy' the Rainbow Lorikeet is our school mascot. He inspires us to soar and do our best. Rainbow Lorikeets flock together so we can be reminded that we are like one at St Joseph's and we need to work together as a team to achieve our potential as the great learners we can be.

SCHOOL COMMUNITY BEHAVIOUR CODE

At St Joseph's we value the following baseline behaviours for all members of the school community.

a) **SAFETY**

School community members will act in a responsible manner that presents no danger to the physical or emotional security of themselves or others.

Safety is exhibited in such conduct as:

- Following teacher instructions
- Using equipment correctly
- Observing rules and procedures
- Controlling one's temper

b) **EFFORT**

School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfill their role in promoting this process to the best of their ability.

Effort is exhibited in such conduct as:

- Attempting to complete set tasks
- Being punctual
- Being prepared
- Involving one's self in all school activities

c) **RESPECT**

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Respect is exhibited in such conduct as:

- Speaking politely to others
- Listening politely
- Using equipment carefully

- Following instructions

d) **SELF-RESPONSIBILITY**

School community members will endeavour to always make appropriate behaviour choices relative to the social context and accept the consequences of their actions.

Self-responsibility is exhibited in such conduct as:

- Working independently
- Completing tasks and jobs
- Accepting advice and guidance in the right spirit
- Owning successes and admitting mistakes

PARENT RESPONSIBILITIES

As partners with the school in the child's education parents have a vital role to play in supporting their child's behaviour and development of self-discipline. Some practical ways of doing this are:

- to be familiar with and support St Joseph's Positive Behaviour Support
- to model appropriate language, responses and actions at all times
- to show respect for all members of the school community by how we act towards and speak about each other to maintain confidentiality in their role as parent helpers and support personnel within the school community to inform the school of current home, work and emergency contact telephone numbers
- to inform the school of child's health problems or changed family circumstances
- to use designated pick-up and drop off areas
- to communicate concerns with staff as soon as possible.

STAFF RESPONSIBILITIES

All staff have a crucial role in implementing the school's expectations for behaviour both in the classroom and around the school. Their responsibilities include:

- to treat all members of the school community in a courteous and professional manner
- to make all members of the community feel welcome and value their contributions to the school
- to treat all students and members of the school community fairly and with respect
- to provide a safe and well-planned learning environment
- to encourage everyone in the school community to be proactive in keeping the school and its environs safe and clean
- to maintain and strengthen a positive school culture
- to follow the policies and procedures of the school as outlined in the Positive Behaviour Support Plan.
- to be familiar with and support the school's Behaviour Management Plan
- to maximise social and academic learning outcomes through appropriate classroom practices
- to establish and maintain open and positive lines of communication between the school and the community
- to report academic and problems concerning behaviour or performance to parents
- to give parents adequate prior notice of school events, assignments, class projects or changes to routines.
- Under no circumstances will corporal punishment be used.

RIGHTS AND RESPONSIBILITIES OF CHILDREN AT ST JOSEPH'S

Every child has a right:

- to courtesy and respect from all members of the school community and visitors to the school
- to learn and socialise without disruption from others
- to have a positive, comfortable and safe learning environment
- to have a sense of ownership and empowerment of their learning
- to experience success
- to realise his/her academic potential
- to have his/her individual spiritual, academic, social, emotional and physical needs met
- to have a sense of belonging and being valued
- to be accepted as an individual
- to freedom from physical and verbal abuse
- to be given the opportunity to be involved in school decision-making through regular contact with student groups

Every child has a responsibility:

- to develop self-control and responsibility.
- to be accountable for his/her behaviour and accept the consequences of that behaviour
- to respect and protect the rights of others in the school community
- to co-operate with all members of the school community
- to care for the school community
- to adhere to safety rules by avoiding unhealthy or dangerous practices
- to participate fully in all classroom and school experiences to maximize their learning
- demonstrate behaviour that will reflect positively on St Joseph's School, his/her family and community

Responding to and Recording Behaviour

Responses to unacceptable behaviour are framed by the principles of natural justice and procedural fairness, including the right to be heard, the right to respond and the proportionality of the consequence. When assessing whether a particular corrective consequence for a student is reasonable, staff have regard for all the relevant circumstances, including:

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

All consequences for behaviour that does not meet expectations is implemented in a fair, impartial and transparent manner.

Behaviour incidents are all recorded on Compass. It is the responsibility of the teacher involved with the behaviour to complete the Behaviour form on Compass. Please do this as early as possible.

Minor Behaviour in classroom or on playground

- Record on Compass
- Class based consequence. This data will be recorded in case future patterns emerge.

Major Behaviour in classroom or on playground

- Record on Compass
- Student is informed that they will be on LTO (Long Time Out) the following lunch time.
- If the student has displayed dangerous / unsafe behaviour, they will be removed from the playground immediately as well as have a long time out.

Long Time-Out

- Student eats their lunch. At the beginning of play, they sit go to the office.
- LTO teacher will collect them from there and take them to meeting room.
- Student completes LTO form. If they finish early, they complete a reflection form.

- LTO teacher enters information into Compass.

Data entered onto Compass will be analysed frequently by the Wellbeing team and will guide the team to determine which procedures need revision with staff and students. Data analysis will highlight areas needing improvement, achievements worth celebrating, as well as identifying students who need additional support. This also helps inform the ongoing professional development of staff in implementing these guidelines.

Weekly Awards

Our weekly awards show which of the four school values the student has been outstanding in that week.

Responsibilities

At St Joseph's we believe that there are a number of inherent rights and responsibilities for students, parents and teachers. These rights and responsibilities have been collaboratively developed with the assistance of staff, students and the parent community.

Staff

- Teach behaviour expectations and social skills with integrity.
- Encourage positive behaviour.
- Display the PBS Matrix of Behaviour in classrooms and refer to it when positively teaching the expected behaviour.
- Complete Compass form for all minor and major behaviours and inform leadership team.

At St Joseph's we believe active classroom supervision is a proactive approach to behaviour management where teachers are consistently engaged with students, moving around the room, scanning for potential issues, and interacting with students to encourage positive behaviour and prevent problems before they arise. It goes beyond simply being present and involves intentional strategies to maintain a safe and productive learning environment.

At St Joseph's, we believe active playground supervision involves monitoring students' behaviour, ensuring their safety, and proactively intervening when necessary. This approach goes beyond passive observation, requiring educators to be fully engaged and aware of the environment and any potential hazards. Effective active supervision involves positioning oneself for

optimal visibility, scanning the area regularly, and interacting positively with students to encourage safe and inclusive play.

Student

- Follow classroom and school rules.
- Treat others with understanding, respect, courtesy, honesty and trust.
- Help in making sure that the school is a safe place to be.
- Interact in a positive manner with parents, visitors and the community.

Behaviour Matrix - Expected Behaviours

The school's Behaviour Matrix is the central framework for the teaching of expected behaviours in all school settings. These behaviours are taught explicitly and repeatedly. These expectations have been developed in consultation with Staff, students and the wider St Joseph's community and are reviewed frequently. They are displayed in classrooms and are referred to frequently in student assemblies, staff meetings and parent communication.

	All settings	Learning Spaces (St classrooms, Library)	Tables	Eating Area	Play areas	Shared Spaces (Church, playground, hallways, etc.)	Transitions (Traveling in the community)
	I keep my hands and feet to myself I am walking fast	I am courteous to others I am responsible, safely	I am kind, polite, respectful and responsible	I follow the food rules for allergies	I use all equipment correctly I play in approved areas	I take facilities properly	I cross safely
	I am prepared I keep all areas neat and clean I am careful	I listen to all instructions I do my best at all times	I use the toilet only when I need to or appropriately	I put my rubbish in the bin	I help keep the playground neat & clean I respond appropriately to the teachers whistles/signals	I am in charge I am in response	I am a good role model
	I use an appropriate voice level I am polite words I follow the instructions of adults I make good choices I make choices and through my words and actions	I listen to my learning I listen to my friends I respect facilities and resources	I respect the privacy of others I wash my hands with soap and water	I make use of toilet as a personal place to be I respond positively to teacher requests I respect other's food choices	I include others I aim to make play time enjoyable I am fair I look after equipment and use it correctly I show respect to wildlife	I protect I respect belongings I have a tidy uniform I am prepared	I am good manners I respond to St Joseph's with pride in uniform, word and actions
	I am good manners I respect my problems to appropriate adults I listen to and respect other's point of view I accept responsibility for my own actions	I am responsible online I am an online learner	I thank the staff after every visit I keep the toilet area clean	I eat only my own food I put my rubbish in the bin	I try to be a problem solver for myself and others I respond to the bell I return equipment I follow the handball rules	I follow authority	I follow directions promptly I am on time and in the proper place I take care of my belongings

This is the full matrix.

It shows each area of the school across the top. The four school rules are on the left hand side.

The other boxes show the expected behaviour for each area of the school, linked to the appropriate school rule.

Safety	Effort
I use all equipment correctly I stay in approved areas	I help keep the playground neat & clean I respond appropriately to the teachers whistles/signals
Respect	Self Responsibility
I include others I aim to make play time enjoyable I am fair I look after equipment and use it correctly I show respect to wildlife	I try to be a problem solver for myself and others I respond to the bell I return equipment I follow the handball rules

There is a large matrix for each area of the school.

The expected behaviour is listed under the appropriate school rule.

	All settings	Learning Spaces (All classrooms, library)	Toilets	Eating Area	Play areas	Sacred Spaces (Church, prayer, meditation, liturgy)	Transitions (Travelling, in the community)
	I keep my hands and feet to myself I use walking feet	I am courteous to others I use computers safely	I use toilet paper, soap and water responsibly	I follow the food rules for allergies	I use all equipment correctly I stay in approved areas	I use furniture properly	I move safely
	I am prepared I keep all areas neat and clean I am respectful	I arrive at class on time I do my best at all times	I use the toilet only when I need to, at appropriate times	I put my rubbish in the bin	I help keep the playground neat & clean I respond appropriately to the teachers' whistles/signals	I join in singing I join in responses	I am a good role model
	I use an appropriate voice level I use polite words I follow the instructions of adults I make good choices I make Jesus real through my words and actions	I focus on my learning I take turns I respect furniture and resources	I respect the privacy of others I wash my hands with soap and water	I make our eating area a pleasant place to be I respond quickly to teacher requests I respect other's food choices	I include others I aim to make play time enjoyable I am fair I look after equipment and use it correctly I show respect to wildlife	I greet I respect furnishings I have a tidy uniform I am prayerful	I use good manners I represent St. Joseph's with pride in actions, word and uniform
	I use good manners I report any problems to appropriate adults I listen to and respect other's point of view I accept responsibility for my own actions	I am responsible online I am an active learner	I flush the toilet after every use I keep the toilet area clean	I eat only my own food I put my rubbish in the bin	I try to be a problem solver for myself and others I respond to the bell I return equipment I follow the handball rules	I listen attentively	I follow directions promptly I am on time and in the proper place I take care of my belongings

- 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 Pastoral Care Officer.