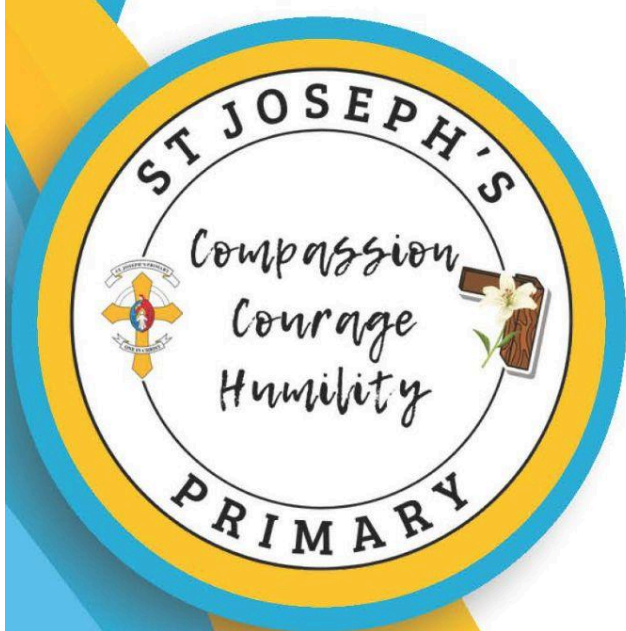


# Whole School Approach to Behaviour – Guide



## Our Vision

'ONE IN CHRIST'

## Our Mission

At St Joseph's Primary we will

- Give witness to Christian values
- Respect the dignity and sacredness of each student
- Work with the parents to build up within the child an awareness of the presence of God
- Endeavour to discern and fully develop the potential of each student
- Foster a love for learning
- Create a happy, accepting and enriching environment

Guided by the belief that all people are created "in the image and likeness of God" (Genesis 1:27), the Diocese of Lismore Catholic Schools (DLCS) is dedicated to building learning communities that are safe, respectful, and just. Where every individual's dignity is protected and upheld, and school cultures are enlivened with the Gospel values of compassion, inclusivity, and respect.

A whole-school approach to behaviour is foundational in fostering a consistent, caring, and safe school environment and has wide-ranging support in educational research and contemporary educational thinking. A whole school approach allows for all members of the school community to have a shared understanding of what is expected behaviour, how positive and prosocial behaviour is encouraged, and what is the process for when student behaviour does not meet expectations.

Contemporary approaches to student behaviour have shifted away from traditional 'behaviour management' or 'discipline policies' toward a more holistic understanding of behaviour and the importance of such aspects as high expectations, safe and predictable learning environments, and the explicit teaching of prosocial behaviours. It also recognises that often, unproductive behaviour is a form of communication and can signal unmet needs or difficulties with self-regulation. As such, a contemporary behaviour response emphasises identifying and addressing the underlying causes of behaviour rather than simply responding to its symptoms.

In order to provide clarity, accountability, and a shared understanding of student behaviour to all members of the school community, it is a requirement of the DLCS that each school produce a Whole School Approach to Student Behaviour Guidelines that meets the specific needs and context of their school community. It is also a NESA requirement that this guideline be published on the school's website.

This procedure document provides structure and guidance to schools when producing their Whole School Approach to Behaviour. While there is much scope for schools' contextual approach and the format of the produced document, there are several essential aspects outlined below.

### **Whole School Approach to Student Behaviour Procedure**

It is expected that the school's behaviour guideline will include the following:

## **1. The School Catholic Mission and Behaviour.**

### **OUR VISION**

"ONE IN CHRIST"

### **OUR MISSION**

#### **At St Joseph's Primary, we will**

- Give witness to Christian values
- Respect the dignity and sacredness of each student
- Work with the parents to build up within the child an awareness of the presence of God
- Endeavour to discern and fully develop the potential of each student
- Foster a love for learning
- Create a happy, accepting and enriching environment

## **Values Statement**

With integrity, we aspire to emulate St. Joseph. We demonstrate the values of courage, compassion and humility.

### **Humility**

We are all created equal and in God's image. We do God's work quietly and with responsibility.

### **Courage**

We persevere and have the heart to do what is right. We show resilience and embrace challenge.

### **Compassion**

We belong to an inclusive community where we choose kindness and strive to live and serve others.

At St Joseph's Primary, our approach to student behaviour development is deeply rooted in our school's vision "**One in Christ**" and is guided by the Gospel values and the example of St Joseph and Mary MacKillop. We believe that behaviour, learning, faith and wellbeing are not separate elements of school life, but are profoundly interconnected. In nurturing respectful and compassionate behaviour, we create the conditions for academic growth, spiritual development and emotional wellbeing to achieve "**fullness of life**" for all students.

Our values of **humility**, **courage** and **compassion** call us to see the dignity and sacredness in every child. We support students to make positive choices not only as a pathway to personal success, but as a way of living out our shared call to "**Do justice, love mercy, and walk humbly with your God**" (Micah 6:8). In partnership with families and inspired by the Josephite tradition, we seek to create a learning environment where all students feel safe, valued, and empowered to grow in character, knowledge and faith.

## **2. Purpose of the Procedure**

The purpose of this Behaviour Guideline is to clearly outline our school's expectations for student behaviour, how positive behaviour is actively promoted and supported, and the procedures for responding to behaviour that does not align with these expectations. Our approach is centred on fostering a respectful, inclusive, and safe school environment where all students can thrive socially, emotionally, and academically.

These behavioural expectations and procedures apply to student conduct in all contexts where there is a clear and close connection between the school and student behaviour, including:

- While at school during school hours
- Travelling to and from school
- During school-endorsed activities and excursions, including those held off-site
- Outside school hours and off school premises, when student conduct affects the safety, well-being or reputation of members of the school community
- When using social media, mobile devices or other technology involving another student, staff member, or the broader school community

This guideline is implemented within the context of the school's broader commitment to **student safety and wellbeing** and is guided by the following DLCS policies and procedures:

- DLCS Pastoral Care Policy

- DLCS Student Anti-Bullying Prevention and Response Procedures
- DLCS Student Prohibited Weapons Procedures
- DLCS Suspension, Expulsion and Exclusion Policy
- DLCS Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People

In addition, the implementation of this guideline is aligned with the **terms and conditions of enrolment**, ensuring that all members of the school community understand the shared responsibilities and standards expected.

Through consistent application of this guideline, supported by evidence-based practices and aligned with our school values, we aim to build a culture of positive behaviour, trust, and mutual respect for all.

### **3. Evidence-based Approach**

Our school's approach to behaviour is grounded in well-established, **evidence-based practices** that are designed to create a safe, supportive, and inclusive learning environment for all members of our school community. We are committed to using strategies that are informed by **current research** and **best practices** in education and behaviour management.

Central to our behaviour framework is **Positive Behaviour Support (PBS)**, underpinned by school-wide values and a focus on **proactive, preventative** strategies. This approach is aligned with AERO's (**Australian Education Research Organisation**) research on the effectiveness of **praise** and **acknowledgement**, including the use of a **5:1 ratio** of positive reinforcement to correction. This ratio is proven to enhance student engagement, improve relationships, and support the development of positive behaviour through consistent and meaningful recognition of desired behaviours.

We implement a multi-tiered system of support (MTSS) to ensure all students receive the level of intervention and support they need. This system includes: (See Appendix 1)

- **Tier 1:** Universal supports for all students, focusing on explicitly teaching and modelling expected behaviours, and recognising positive behaviours consistently.
- **Tier 2:** Targeted interventions for students who need additional support, such as small group social-emotional learning or check-in/check-out systems.
- **Tier 3:** Intensive, individualised support for students with complex behavioural needs, developed in collaboration with families and specialists.

We also integrate **Restorative Practices** as part of our relational approach to behaviour. This supports the development of respectful relationships, accountability, and opportunities for students to repair harm and restore trust within the school community. This is aligned with evidence that emphasises the importance of student voice, empathy, and inclusion in maintaining a positive school culture.

Our approach is informed by research that highlights the importance of **positive teacher-student relationships**, a sense of **belonging**, and **inclusive practices**. We focus on teaching social and emotional

skills explicitly, including respect, resilience, responsibility, and empathy, which are aligned with our school values and embedded throughout the curriculum and daily routines.

In addition, we implement the **Zones of Regulation** framework as a whole-school approach to help students understand and manage their emotions and behaviours. This aligns with research highlighting the importance of self-regulation skills in promoting emotional well-being, readiness to learn, and positive peer interactions.

We use school-based behaviour **data** (such as behaviour incident reports, positive acknowledgements, attendance, and wellbeing surveys) to monitor trends, evaluate the effectiveness of strategies, and inform responsive planning. Data is regularly reviewed by school leadership and staff teams to ensure our practices are consistent, equitable, and evidence-driven.

## **4. Rights and Responsibilities**

At St Joseph's Primary, we believe that a safe and supportive learning environment is built on shared responsibility, mutual respect, and clearly defined rights. These have been collaboratively developed for students, through Tell Them From Me (TTFM) data, including small focus groups (including voices from AITSL, EALD, and students with additional needs, Student Representative Council fortnightly meetings and through informal channels. Staff's responsibility in managing, reporting and being action-focused continues to be a strong driver in maintaining and supporting student behaviour and safety. Staff meetings, professional learning, PLT's and the staff memo are all avenues for continued staff consultation in our processes. Parents are informed and consulted through Parent Focus Groups, Parent community group assemblies, COMPASS, social media and newsletters.

### **Active Supervision**

We consistently teach and reinforce clear routines—including classroom transitions, Stop and Drop, and entry procedures—within our PBS framework. These are supported by weekly WHS team meetings and parent input.

- In the classroom, teachers use active supervision: circulating, giving immediate feedback, and managing behaviours proactively to support engagement.
- Outside the classroom, including the playground, bus bay, sport, excursions, and retreats, staff wear yellow vests, supervise assigned zones, and remain visible, vigilant and approachable to ensure safety and intervene when needed.
- Student responsibilities include reporting behaviour that is unsafe, being an upstander, and following the expectations, founded in our school values.

Through strong supervision and a shared understanding of expectations, St Joseph's ensures a positive and secure environment for all.

## **5. Behaviour Expectations.**

At St Joseph's Primary, our behaviour expectations are grounded in our Catholic school values of Courage, Compassion, and Humility, inspired by the Sisters of St Joseph and the Josephite charism. (*See Appendix 2*)

Our expectations were developed and are regularly reviewed through a collaborative process involving staff, students, and parents. Staff engage in formation and professional learning, with opportunities to shape the values and expectations through workshops and consultation. Student and parent voice play a key role through classroom lessons, information sessions, and community surveys, ensuring that our behaviour framework reflects the shared beliefs of our school community.

We ensure these expectations remain current and meaningful through ongoing review in:

- Staff meetings, Professional Learning Teams (PLTs) and weekly staff memos
- Parent Focus Groups, school assemblies, COMPASS communication, newsletters and social media.

Through shared understanding and regular reflection, St Joseph's Primary ensures behaviour expectations are clearly communicated, consistently upheld and responsive to the evolving needs of our community.

## **6. Promoting Positive Behaviour.**

Staff at St Joseph's are committed to recognising and celebrating positive student behaviour, founded in our school values, promoting self-regulation, respectful relationships and upstander behaviour.

This is done in the following ways:

- Positive Behaviour Support fortnightly focus promoted through staff memo, student morning messages and weekly at assembly. Teachers explicitly teach these behaviours based on our values and refer to them daily.
- *Joey's Way* merit system. When a staff member sees a student demonstrating our school values (appendix 4), they award a *Joey's Way* merit via the student's Compass dashboard. This automatically triggers a positive email home, helping to strengthen the connection between families and the school.
- Weekly teacher phone calls to at least three parents, inviting them to see their child receive an award for positive behaviour or academic achievement.
- Promoted to parents through COMPASS, newsletters, weekly assemblies and through social media channels.
- Fostering partnerships with organisations such as Liberty house, who facilitate programs on Respectful Relationships to our students and parents of Year 4, 5 and 6 students.

## **7. Procedure for Responding to Behaviour that Does not Meet Expectations**

At St Joseph's Primary, we apply a consistent, fair, and proportionate approach to managing behaviour that does not align with our expectations, grounded in the principles of Positive Behaviour Support, procedural fairness, and student wellbeing.

### **Major and Minor Behaviours**

Behaviours are categorised as **minor** or **major**, based on their severity, impact, and the need for intervention:

- **Minor behaviours** are low-level and typically managed by classroom staff (e.g. off-task behaviour, low-level disruption).
- **Major behaviours** pose a greater risk to safety or learning and may involve significant disruption, aggression, defiance, or repeated minor behaviours. These require leadership involvement and more formal intervention.  
(See Appendix 3)

All behaviour incidents are recorded in COMPASS. For students requiring additional support, the school may implement: Behaviour Plans, Wellbeing Plans or Playground Plans.

When deciding on a corrective consequence, school staff must consider all relevant circumstances, including:

- Whether the student has a disability or additional support needs
- The impact of trauma and how the school has created a safe, supportive environment
- The effect of the consequence on others, including peers and staff

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

All disciplinary processes are conducted in a fair, impartial, and transparent manner.

**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 school.

If considering the use of **restrictive practices**, the school will first seek advice from DLCS staff. Restrictive practices refer to actions that limit a student's rights or freedom of movement, used only to protect the student or others from serious harm.

**At-risk behaviour** refers to any action that could cause physical, emotional, or psychological harm to self or others. The school will seek advice from DLCS staff when responding to or planning support for students with complex or high-risk behaviour. Collaborative planning will consider the student's broader needs, learning profile, and support strategies.

Early intervention is key. The school uses: **Wellbeing Requests, Mandatory Reporter Guides (MRGs), Student observations and referrals** to proactively identify students who may need support before behaviours escalate.

Any behaviour that may constitute a **criminal offence** will be reported to the police or other relevant authorities, including the Regional Assistant Director and the Child Safeguarding Manager, as appropriate.

The school uses a tiered model of support to identify students who do not respond to universal behaviour expectations. Behaviour data, attendance, and wellbeing trends are regularly reviewed to: identify patterns, understand the student's needs, provide targeted (Tier 2) or intensive (Tier 3) support.

Planning occurs in collaboration with teachers, leaders, support staff, counsellor, Leader of Inclusion, pastoral care team and families to ensure the behaviour support aligns with the student's individual learning and wellbeing needs.

## **8. School Expectations for Record Keeping and Monitoring**

Accurate and professional record keeping is essential for consistency, accountability, and supporting student development. All Major and Minor behaviour incidents are recorded in the Behaviour Incident Chronicle in COMPASS by the staff member who manages the incident. Wellbeing referrals and student observation chronicles on COMPASS are encouraged as proactive measures to identify and support students early, helping to pre-empt potential behavioural concerns and provide timely intervention.

### **Staff Expectations:**

- Entries must be factual, objective, and written in professional language.
- Records should clearly describe the behaviour, context, and actions taken—without opinion or emotive language.
- Entries should be completed on the day of the incident where possible.
- Parent/carer communication is appended to the entry to ensure shared support for the student.

All staff receive ongoing coaching on how to write high-quality, professional COMPASS entries. This includes: induction training for new staff, professional learning with examples of effective documentation, regular feedback from school leaders.

This consistent and professional approach ensures behaviour data can be effectively used to monitor patterns, implement timely supports, and maintain strong communication with families.

## **9. Staff Professional Learning**

St Joseph's Primary is committed to equipping all staff with the skills, knowledge, and confidence to implement the Whole School Approach to Behaviour effectively and consistently. Ongoing professional development is essential to ensure that staff can individually and collectively support student wellbeing and positive behaviour in line with our schools Annual Plan.

### **Ongoing Professional Development Includes:**

- Regular **professional learning** aligned with the AERO Classroom Management Handbook, focusing on key elements such as:
  - Building **positive** teacher–student relationships
  - Setting and maintaining **high expectations** for student behaviour



- **Explicitly teaching** routines and establishing clear rules
- Strategies to manage disengaged and disruptive behaviours, informed by AERO research and updated guidance
- Embedding frameworks such as the Zones of Regulation and Restorative Practices to support emotional regulation and relationship repair
- Clear processes for recognising and responding to bullying behaviours, in line with the DLCS Anti-Bullying Prevention and Response Procedures
- Staff inducted in the use of Wellbeing referrals and student observations as proactive tools to identify and address emerging needs before behaviours escalate.

Professional development is tailored to meet identified school and staff needs. This includes:

- Differentiated learning opportunities such as coaching, mentoring, peer observation, and resource-sharing
- Ongoing support from DLCS staff to guide implementation and strengthen practice
- Analysing Tell Them From Me data, reinforced by current behavioural data (COMPASS) where leaders and staff reflect on behaviour data, evaluate current strategies, and adjust practice accordingly

Staff are supported not only to attend professional learning but to implement new practices in a sustained and supported way. This includes modelling, co-teaching, feedback and reflective dialogue. By investing in high-quality, evidence-informed professional learning, our school ensures that behaviour support is consistent, proactive, and aligned with our whole-school values and vision.

**Guide issued** June 2025

**Review date** June 2027

Appendix 1

## St Joseph's Primary School Positive Behaviour Support Tiers

Positive relationships   Inclusive   Clear communication  
Positive reminders   5:1   Redirections   Praise  
High expectations   Routines   Explicit Teaching  
Check-ins & daily debrief   Microskills  
Awards   Joeys Way Merits   SEL/Zones

Individual check-ins/debriefs  
Rule reminders   Warnings  
Adjustments   Social skills groups  
Re-teach/walk and talk



1:1 support  
Reflection  
Time Out  
Re-entry

With integrity we aspire  
to be like St Joseph.  
We demonstrate the  
values of ***courage,***  
***compassion and***  
***humility.***

Appendix 2

 **St Joseph's Primary  
Port Macquarie**

## Our Values

Courage

Compassion

Humility



 **St Joseph's Primary  
Port Macquarie**

## COMPASSION

I am respectful

I am inclusive

I show love and forgiveness




 **St Joseph's Primary  
Port Macquarie**


## COURAGE

I am resilient

I am an upstander

I am honest



 **St Joseph's Primary  
Port Macquarie**


## HUMILITY

I am grateful

I value others

I am made in God's image

I am a lifelong learner



Appendix 3

St Joseph's Primary School, Port Macquarie  
Behaviour Expectations

 <p>Our behaviour expectations are based on the Diocese of Lismore schools mission statement; <i>'To enable students to achieve the fullness of life'</i>. All staff and students follow school expectations of behaviour. Acknowledgement, certificates, Joey's Way Merits and Reward Play are used to reinforce positive behaviours.</p> <p>All students are entitled to feel safe, play and learn at St Joseph's Primary.</p>	
<p><b>Minor Behaviour / Reminder</b></p> <ul style="list-style-type: none"> <li>Off task behaviours - not engaging in learning.</li> <li>Disrupting others.</li> <li>Dishonesty.</li> <li>Inappropriate language.</li> <li>Physical contact (non-aggressive).</li> <li>Property misuse.</li> <li>Minor technology misuse.</li> <li>Late arrival after bells.</li> <li>Out of bounds.</li> <li>Other - any other inappropriate behaviour that has low intensity.</li> </ul>	<p><b>Positive Reminder</b> of expectation daily.</p> <p><b>First Warning</b> Teacher clearly restates the expectation the student is required to follow: "(Student name), this is your first warning". The student stays at this level of warning until the next day.</p> <p><b>Second Warning</b> ("Pause and Reset") Teacher clearly states: "(Student name), this is your second warning". The teacher instructs the student to complete a pause and reset away from the main group. This must be recorded in the <b>Pause and Reset Form</b>. The student stays at this level of warning until the next day. Classroom Teacher notified.</p>
<p><b>Major Behaviour / Warning</b></p> <ul style="list-style-type: none"> <li>Repeated minor behaviours.</li> <li>Unsafe behaviour.</li> <li>Verbal / physical aggression / swearing.</li> <li>Defiance / disrespect.</li> <li>Theft.</li> <li>Property damage.</li> <li>Major technology misuse.</li> <li>Other - behaviour causing significant disruption or harm.</li> </ul>	<p><b>Third Warning or Major Behaviour</b></p> <p><b>Major Behaviour or Repeated Minor Behaviours (first and second warning given). Pause and Reset Discipline Incident must have been completed for minor behaviour.</b></p> <p>"(Student name), this is now your third warning" (Enter discipline incident as Reflection action required, in Compass, take student to next Reflection at Lunch 2).</p> <p>"(Student name) this is Major Behaviour".</p> <p>Use teacher judgement to contact the office for support if the behaviour cannot be ignored or you require assistance.</p> <p><b>During Reflection at Lunchtime or Office time, staff member will complete a Behaviour Reflection Sheet with the student and add to the discipline incident made in Compass. Recorded on Compass.</b></p> <ul style="list-style-type: none"> <li><b>Repeated behaviours:</b> A Teacher from the Year Team is responsible for tracking Pause and Reset or Reflection Discipline Incidents and is responsible to inform the parents.</li> <li><b>Major Behaviour:</b> Teacher completes a Discipline Incident in Compass, selecting the action as Office Time Out.</li> </ul> <p><b>Reflect on Behaviour (complete Reflection Sheet).</b> Incident has been recorded in Compass. Student completes a Reflection Sheet. Reflection duty teacher uploads the reflection sheet to Compass. Reflection duty teacher notifies the office to send a text message to the parent/carer. Sheets are sent home for the student to discuss with their parent/carer.</p>
<p><b>Severe Clause - refer to Principal and Assistant Principal</b></p> <ul style="list-style-type: none"> <li>Physical / verbal assault.</li> <li>Unsafe behaviour.</li> <li>Leaving school grounds.</li> </ul>	<p><b>Continual failure to behave appropriately - In Class Individualised Behaviour Plan</b></p> <p>Principal, Class Teacher, Leader of Inclusion, Parents/Carers to meet. Parents/Carers informed that continuation of behaviours will result in suspension.</p>


## Whole School Approach to Student Behaviour - Guide

St Joseph's Primary School, Port Macquarie

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<ul style="list-style-type: none"><li>• Substantial property damage.</li><li>• Continual defiance / disrespect to staff.</li><li>• Bullying (exclusion, physical, verbal, intimidation, cyber etc).</li><li>• Serious repeated misbehaviour and misconduct.</li></ul>	<p><b><u>Failure to behave appropriately</u></b> Suspension within the school (CSO guidelines).</p> <p><b><u>Failure to behave appropriately</u></b> Exclusion from school (CSO involvement).</p>
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Appendix 4



# THE JOEYS WAY ACKNOWLEDGEMENT SYSTEM

