

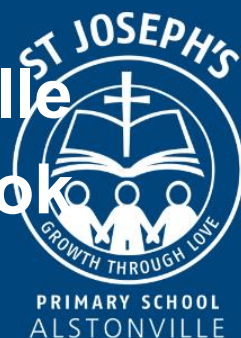
BEHAVIOUR SUPPORT POLICY

ST JOSEPH'S PRIMARY SCHOOL ALSTONVILLE

Growth Through Love



St Joseph's Alstonville
Staff Handbook



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School Mission

Enabling students to achieve the fullness of life. (John 10:10)

School Vision

At St Joseph's Alstonville, our mission is to instil a love of learning and to promote academic excellence so every child becomes a compassionate, engaged member of our community. Here, all are welcomed, and all belong as we deepen our relationship with Jesus, grow through love, and seek lives of purpose, service and faith.

Our School Context

St Joseph's Primary School, Alstonville, caters for students from Kindergarten to Year 6. For over one hundred years, we have provided our students across the Alstonville Plateau and beyond with a quality faith-centred education.

Our school motto, 'Growth Through Love, ' seeks to enable all students to open their hearts to each other, their community, and their faith relationships.

At St Joseph's, we enable growth by providing a school environment that is caring, respectful and where everyone feels welcome. We provide a flexible learning environment that is engaging and will help spark a love of learning for your child so they can achieve the fullness of life.

Our school currently has an enrolment of 191 students, with one stream of classes from Kindergarten to Year 6.

Consultation and Review Process

The St Joseph's Behaviour Support Plan was developed in consultation with school staff, students, parents and carers. The school Wellbeing Team meet weekly to engage with behaviour data, support individual students and groups of students and plan for professional learning. This data is shared with staff for regular analysis and review of the effectiveness of our processes. The plan will be reviewed annually and endorsed by the Principal in consultation with key stakeholders and personnel from the Diocese of Lismore Catholic Education.

Our School Values

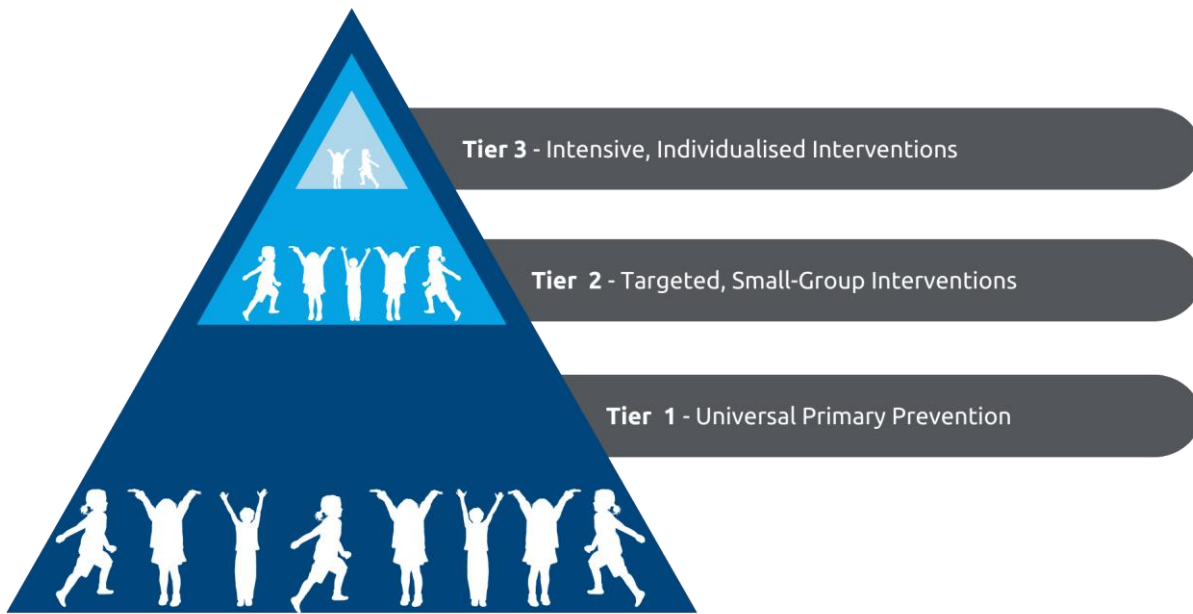
Our school has four key whole-school values that underpin our approach to pastoral care and wellbeing and which provide a framework through which to explicitly teach classroom and general expected behaviours. Our school values are Safety, Effort, Respect, and Self-responsibility.



Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) represents a structured approach for schools, employing a systematic method to foster positive behaviour support for every student. The objective behind implementing this framework is to enhance both academic and social advancement and accomplishments for all students through the application of practices backed by evidence. A key area of emphasis within this framework is the direct instruction of behaviours, which helps students engage with and benefit from learning opportunities—both academically and socially—at every phase of their educational journey.

Multi-tiered Continuum of Care



At St. Joseph's Primary, our approach to nurturing the holistic development of each child includes academic, behavioural, and social-emotional learning within our faith-centred educational approach. Our strategy is organised into three distinct tiers of intervention, designed to meet the diverse needs of our students in a nurturing and spiritually enriching environment.

Tier 1: Universal Primary Prevention for Behaviour Support

At the core of our school ethos is the commitment to creating a positive and inclusive environment where every student feels welcomed and valued. This foundational level involves proactive strategies in classroom management, the co-development and explicit teaching of expected behaviours in the classrooms aligned with our four values. These expected behaviours are also explicitly taught at Monday student assemblies and fortnightly family assemblies.

All teachers use micro-skills as a universal support for all students.

Micro skill	Definition
Establishing Expectations	Clear boundaries in the school environment about what is acceptable and unacceptable behaviour within the school environment. Teachers establish clear expectations so that students can learn in a productive, harmonious environment.
Instruction Giving	Staff to give clear direction about what to do. This is demonstrated by giving short, clear instructions to help students understand what is expected of them.
Verbal redirections	Verbal redirection is an effective way to get the student's attention on what they should be doing, reinforce the rules and expectations, and show that teachers are aware of behaviour in the classroom.
Waiting and scanning	To wait a short time after you give an instruction. This allows students to have time to process the direction and communicates the expectation that students will follow through with the instruction you have given
Cueing with Parallel Acknowledgement	When teachers acknowledge students who are on task with the intention of prompting another student to follow suit. This cues to other students to match the behaviour that is being acknowledged and it is an alternative to redirection.
Body Language Encourage and non-verbal redirections	Teachers intentionally use body language to encourage students to remain on task
Descriptive Encouraging	To encourage students to become more aware of their competence by commenting on their behaviour. This describes back to students the behaviour that you know will help them learn and reinforces a positive supportive learning environment
Tactical Ignoring/Selective Attending	This is when teachers intentionally give minimal attention to off-task behaviour. This avoids unintentionally reinforcing off-task behaviours, particularly when attention-seeking is involved.
Giving a choice	Teachers respectfully confront students who is disrupting others with the available choices and their natural consequences.
Following through	The resolute, planned action in the face of ongoing disruptive behaviour that is seriously disturbing the learning environment. It models assertive communication
Debriefing	To provide an opportunity for people who have participated in, or witnessed a potentially traumatic classroom or campus event to talk to it through. It helps present an ongoing situation developing from the original problem and provides others with an opportunity to calm down.

Acknowledging Positive Student Behaviour

As a universal support, all staff acknowledge positive student behaviour by issuing Dojo Points. This is a cumulative reward system designed to roll over throughout a student's years at the School. These are collected by the student, collected by the year level Staff, recorded digitally and acknowledged by the Principal/Assistant Principal in accordance with the list below.

- 10 Class Dojo Points = Bronze Award
- 4 Bronze Awards = 1 Silver Award
- 4 Silver Awards = 1 Gold Award, Badge of Honour and Principal's Morning Tea

Tier 2: Targeted Interventions for Behaviour Support

Acknowledging that some students may need more focused support to fully thrive, our second tier provides targeted interventions. Supports, such as Reteach Plans and Check-in/outs are support mechanisms provided at Tier 2.

Tier 3: Intensive, Individualised Interventions for Behaviour Support

For students facing significant challenges, our third tier offers the most personalised and intensive support. In alignment with our mission, we view each child as a unique individual, deserving of respect and understanding. This tier involves one-on-one counselling, support programmes, and close collaboration with families, focusing on the student's individual needs. It may include behaviour contracts and Risk Assessment and Management Plan (RAMPs).

Across each tier of intervention, St. Joseph's Primary emphasises a holistic, integrated approach, uniting educators, our Principal, Assistant Principal-Mission, Leader of Inclusion, School Counsellor, families, and the wider community to support the development of our students. Through this framework, we aspire not only to address immediate behavioural and learning needs but also to nurture the moral and spiritual well-being of our children, preparing them to lead lives of integrity, respect, and service, following the example of our patron, St. Joseph.

Behaviour Matrices

Behaviour matrices are developed in collaboration with the teachers and students and aligned with our four school values: Safety, Effort, Respect and Self-Responsibility. These are positively framed expectations that teachers then spend time explicitly teaching and modelling to their classes.

Each class has developed their own classroom expectations matrix, utilising student-appropriate language; an example is provided below. A whole-school playtime matrix (shown below) has also been developed in consultation with students to outline what expectations look like when students are on the playground at playtime.

	SAFETY	EFFORT	RESPECT	SELF-RESPONSIBILITY
PLAYTIME	<ul style="list-style-type: none"> • We use playground and sport equipment appropriately • We play physical games safely and gently • We wear our hats or play in the shade • We walk on concrete • We keep our body to ourself 	<ul style="list-style-type: none"> • We encourage and cheer on others in our games • We pick up rubbish and put it in the bin • We help others to learn new skills 	<ul style="list-style-type: none"> • We are inclusive and invite people into games. • We take turns and share the ball, positions or roles fairly in games • We treat others the way we would like to be treated 	<ul style="list-style-type: none"> • We own our behaviour and try and resolve our differences • We play to have <i>fun</i> not for competition • We pack away equipment at bell time

Positive Behaviour Support Flowchart

The flowchart delineates those 'unexpected behaviours' that occur in the school. Unexpected behaviours are those that do not align with our four school values of Safety, Effort, Respect and Self-Responsibility, as constructed into our classroom and playtime behaviour expectation matrices.

The flowchart categorises unexpected behaviours into 'major' and 'minor' categories, ensuring that responses are proportionate and constructive. 'Minor' behaviours typically involve minor disruptions that can often be addressed by the classroom teacher through immediate, low-intensity interventions. 'Major' behaviours, which might significantly disrupt learning or compromise the safety of the school community, require a more structured approach, possibly involving senior staff and more formal interventions. This categorisation aids teachers in consistently applying behavioural support and appropriate consequences in line with our values, promoting a respectful, safe, and nurturing educational atmosphere for all students.

The flowchart has a strong, positive focus. It begins with approaches that teachers can use to acknowledge students who are exhibiting positive behaviours. It also focuses on ensuring teachers can employ the use of 'Microskills' for classroom management, where appropriate, to support students in displaying expected behaviours.

There are also positively framed opportunities for teachers to explicitly remind students of the expected behaviour and to teach and model these to students when necessary. This can occur in the Expectation Reminder and Behaviour Warning sections.

Behaviour reflections are facilitated each day at recess by a member of the leadership team. When a student is placed on a Behaviour Reflection, this is also an opportunity for a positively framed conversation to support students to reflect on their unexpected behaviour and which of the school values the student has not demonstrated as well as they might have. The Behaviour Reflection conversation utilises principles of restorative justice to ask the students to reflect on who has been impacted by their unexpected behaviours and how they can restore their relationship with these people. It also provides opportunities for the student to consider where there were opportunities to make better choices prior to the Reflection Sheet being administered. Fundamentally, it is an opportunity to reteach the expected behaviours and to support the student in understanding the impact of unexpected behaviours.

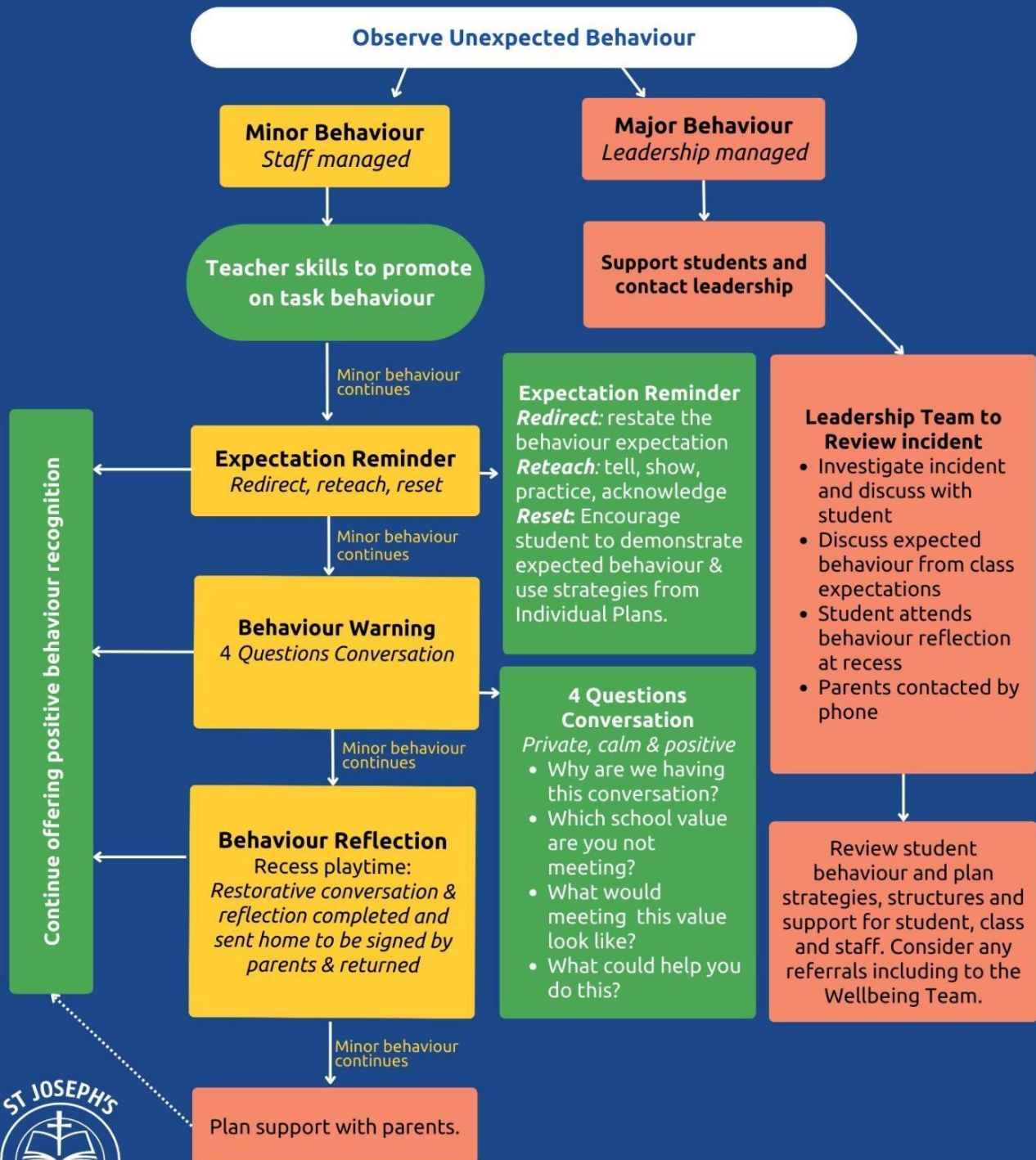
Supporting Minor Behaviours

The flowchart provides a number of opportunities for staff to actively support students in addressing Unexpected Behaviours in a positive way.

- **Expectation Reminder** - staff *redirect* student unexpected behaviour, *reteach* expected behaviours and provide an opportunity for the student to *reset*.
- **Behaviour Warning** - Staff explicitly warn student that they are not meeting the expected behaviours through a private, calm and supportive conversation. The following questions are used:
 - Why are we having this conversation?
 - Which school value are you not meeting?
 - What would meeting this value look like?
 - What could help you do this?
- **Behaviour Reflection** - When unexpected behaviours continue, this provides an opportunity for a positive restorative conversation, where the student reflects on their unexpected behaviour, the values it did not meet, the impact this had on others and how they could make more positive choices in the future.

Positive Behaviour Support Flowchart

Positive Behaviour Recognition



Support for Frequent Challenges

When a student accumulates three reflection sheets within a term, it signals a need for additional support to help them meet the expected behaviours. Such students may face restrictions, including possible ineligibility to participate in end-of-term community activities or represent the school in sports, camps, and excursions, subject to the principal's discretion.

Following the third reflection sheet, a proactive approach is adopted wherein parents are invited to a behaviour support meeting. This meeting aims to discuss and implement supportive strategies tailored to the student's needs. Possible interventions might include a Reteach Behaviour Support Plan, Behaviour Contract, Daily Check-in and Checkout, or other measures designed to provide the necessary guidance and support to encourage positive behavioural changes. Ongoing challenges may necessitate a referral to the Diocese of Lismore's Wellbeing Team for additional support.

Suspension and Expulsion Standard Operating Procedure

St Joseph's Alstonville follows the Diocese of Lismore Catholic School's procedure for Suspension and Expulsion. This can be accessed by following [this link](#).

Student Anti-Bullying Prevention and Response Procedures

St Joseph's Alstonville takes allegations of bullying seriously and works closely with students and families to support students in these circumstances. St Joseph's follows the Diocese of Lismore Catholic School's procedure for Student Anti-Bullying Prevention and Response Procedures. This can be accessed by following [this link](#).

Revised with significant updating: 2024

Revision Date: December 2025

Consulted:

Parents ✓

Staff ✓

Students ✓

