

St Brigid's Catholic Primary School Emerald



Behaviour Management Policy

Parent Document

2025

Policy Statement

This policy is written to align with the school mission and vision statements and St Brigid's virtues of faith, compassion, charity and peace.



St Brigid's Behaviour and Wellbeing Policy has the child as its focus and operates within the framework of a supportive and encouraging Catholic community which is mindful of Gospel teachings. This policy will support our positive learning environment by encouraging strong personal relationships, trauma informed practices, and meeting the individual needs of our learners. Through this policy, students are encouraged to become responsible for their own actions and accept the consequences of those actions while always feeling supported for growth and achievement.

The behaviour and wellbeing of students at St Brigid's School is a collaborative responsibility. When using the *St Brigid's Behaviour and Wellbeing Policy*, teachers and staff of the school will always exercise professional judgement based on each individual circumstance or situation. Teachers will know what is 'out of character' or other factors in a child's life that could affect their attitude, choices or behaviour. Teacher judgement should be made on a case-by-case basis, based on what they know about the students in their class.

BEHAVIOUR

Expectations at St Brigid's Catholic Primary School

The expectations and values at St Brigid's are discussed and shared regularly.

- Whole school values are displayed in each classroom (below).
- Students are regularly reminded of expectations and values.
- Expectations and values are communicated in parent and staff handbooks.

The St Brigid's school expectations and values align with our mission statement, vision statement, virtues and the Berry Street Education Model. The school expectations and values clearly outline student rights and 'WHAT WE DO' (responsibilities) at St Brigid's to set clear expectations for learning and behaviour.

It is also expected that students will support and follow these expectations when it comes to homework, being outside of school but still in school uniform and when representing the school at sporting/community events or camps.



St Brigid's Catholic Primary School Emerald School Expectations

SCHOOL MISSION	SCHOOL VALUES	OUR RIGHTS	OUR RESPONSIBILITIES (WHAT WE DO)	WELLBEING ACTIONS
Act in the Spirit of Jesus	Be your best self	Everybody has the right to be the best version of themselves	<p>We can be our best by:</p> <ul style="list-style-type: none"> • Welcoming, encouraging and helping others • Remembering good manners and speaking kindly • Caring for our environment and belongings • Making safe choices around our school • Using safe hands and feet • Take responsibility for our words and actions • Wearing our uniform with pride • Cooperating with others 	<ul style="list-style-type: none"> • I can be ready to learn or help myself to be ready to learn • I can choose behaviours that decrease my stress • I can use/refer to my ready to learn plan • I can recognise and react appropriately to the emotions of others • I can practice mindfulness strategies
Embrace a passion for learning	Be a passionate learner	Everybody has the right to learn in a safe and supportive environment	<p>We can be learners by:</p> <ul style="list-style-type: none"> • Respecting other students right to learn and adults to teach • Being prepared to learn and being on time • Participating actively • Using equipment safely and wisely (including technology) • Listening to others and waiting to speak • Challenging yourself and try your hardest with all learning tasks 	<ul style="list-style-type: none"> • I can learn and participate with a growth mindset • I can use strategies or tools to keep focussed during learning • I can acknowledge my classmates the right to learn and teachers the right to teach • I can show resilience when my passion for learning is fading • I can use equipment how I am asked to use it • I can choose ways to challenge myself to help me learn
Respect and celebrate uniqueness	Be respectful	Everybody has the right to feel included.	<p>We can be respectful by:</p> <ul style="list-style-type: none"> • Welcoming and including everyone • Respecting everyone's right to have an opinion • Celebrating and embracing everyone's differences and achievements • Showing compassion to those in need 	<ul style="list-style-type: none"> • I can respect my own body clues and emotions • I can recognise and react appropriately to the emotions of others • I can understand that my classmates and I all have unique traits • I can be compassionate when someone is having a hard time

Work in partnership with the community	Be the difference	Everybody has the right to make a difference	<p>We can make a difference by:</p> <ul style="list-style-type: none"> • Sharing your gifts and talents • Representing the school with pride • Being involved in the Catholic Church or another faith • Making positive contributions to the community 	<ul style="list-style-type: none"> • I can contribute positively to my group • I can use my abilities to enhance the lives of others • I can use faith as a way to make my community a better place • I can show the best of St Brigid's through my actions • I can use initiative to help those in need
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Zones of Behaviour and fortnightly focus

At St Brigid's, all students start the term in the '*I am a St Brigid's learner*' Zone (green).

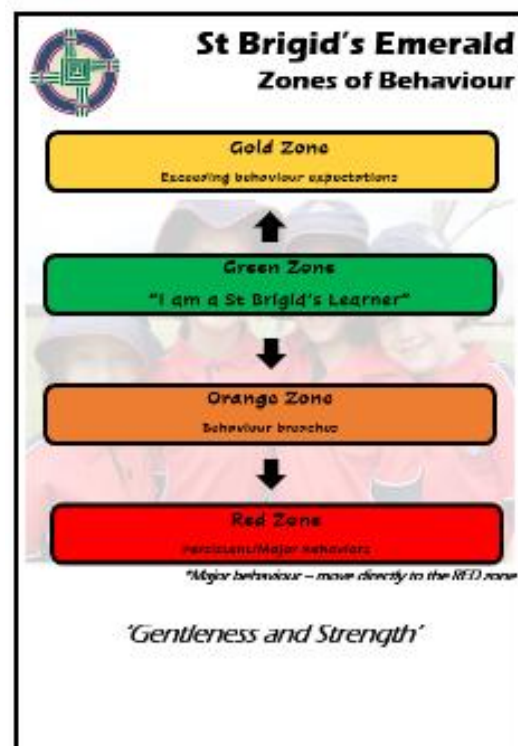
Each fortnight, St Brigid's will introduce a new 'fortnightly focus'. This focus area will be determined by the school leadership team with suggestions taken from staff and school data. The focus area will relate to a school value or wellbeing focus and will be responsive to the needs of the students.

This focus area will be promoted throughout the school community in classrooms, assembly, digital artwork/signs and on social media. Our Champion of the Week recipients will be chosen based on the focus area and the certificates will describe their achievement.

Students who are awarded the Champion of the Week based on the fortnightly focus will automatically be eligible for an end of term "Gold" celebration party/reward (this can be to the discretion of the teacher and leadership team). These students will be rewarded outside of their classroom for meeting the values of our school at a high level during the term.

Students who are meeting the expectations of being a 'St Brigid's learner' (green zone), will be rewarded at an end of term classroom celebration. While students who do not meet the expectations and values of our school and who have moved to orange or red zone will not be eligible to participate in these rewards.

Teachers have the expectation to enter behaviour and student wellbeing concerns into Teacher Kiosk via the Pastoral Care section. This allows teachers and leadership to track and monitor concerning student behaviour and wellbeing concerns. Once a student reaches 3 or more entries for behaviour concerns they will move from the green zone to the orange zone and/or red zone. Parents will need to be informed and consulted at this point.



Classroom Behaviour Management

To create effective classrooms “a mix of preventive and responsive approaches is needed. Preventive approaches include setting high expectations for learning and behaviour, building strong relationships with students, and providing clear instructions. Responsive approaches include encouragement and praise, as well as consistent consequences and corrections” (Gratten Institute, 2017).

For the St Brigid’s school rules and classroom rules to work effectively it relies on the following expectations:

Students:

- All students have the right to learn and play in a safe and supportive environment.
- Students are given the opportunity to be co-creators of classroom behaviour expectations so that they have ownership over them
- All students have the opportunity to take action for their own health and wellbeing through developing ‘ready to learn plans’ that include strategies to help them de-escalate.
- Students are responsible for their own actions and the consequences that come from them. Consequences could include moving from one behaviour zone to another and/or other consequences decided by the teacher.

Teachers (including teacher aides):

- All teachers have the right to teach without disruption.
- Should know and build relationships with their students and use their professional judgement when dealing with individual students and their behaviour
- Develop a clear set of classroom rules and expectations that align with the St Brigid’s school rules and implemented from the beginning of the year. Students are to be co-creators of these rules and expectations so that there is some ownership of their rights and responsibilities.
- Develop an appropriate whole class positive behaviour management tool that aligns with the St Brigid’s behaviour matrix
- Implement appropriate behaviour management strategies that align with the St Brigid’s behaviour matrix and include a teachable moment to encourage students to learn from their mistake.
- Inform parents of their child’s learning through feedback and communication. This will be provided through phone calls, emails, parent-teacher conferences, newsletters and report cards.
- Record incidents of behaviour in a timely manner through Teacher Kiosk PC entries and contacting parents, when necessary.

Parents:

- All parents have the right to be informed of their child’s learning through feedback and communication. This will be provided through phone calls, emails, parent-teacher conferences, newsletters and report cards.
- Have the responsibility to allow their children to learn and teachers to teach

- Have the responsibility to keep the Leadership Team and classroom teacher informed of relevant information (eg. changes to family situations, health concerns, behaviour concerns)
- Have the responsibility to treat and speak to teachers appropriately
- Have the responsibility to follow the grievance policy, if required

Reflection Room

St Brigid's understands that when working with children, there will be occasions where a wrong choice is made, and expectations are broken. In some instances, students may need fair and appropriate consequences. As a supportive and encouraging Catholic school, we take a restorative justice approach to these situations.

Students will be asked to attend the "Reflection Room" during playtime of first break, supervised by a member of the leadership team. While in the room, students will reflect on their behaviour and choices and complete a reflection sheet. This sheet encourages the student to analyse their choice, their emotions at the time, how their behaviour affected others and how a better choice could be made next time. All of this is done in a safe and supportive manner to restore relationships and reinforce our school expectations.

Parents will always be informed if their child has been referred to the "Reflection Room" and will receive a copy of their completed reflection sheet.

WELLBEING

School Support Structures

At St Brigid's, the whole student and their wellbeing are our main priority and a number of support structures are in place:

- Leadership Team supporting students and staff
- Learning Support Teacher/s
- School Counsellor/s
- Access to counselling and support services outside of school. Eg. CYMHS, Catholic Care
- Contacts to services such as Speech Therapists, Occupational Therapists, Paediatricians, Psychologists, Autism Queensland

Used in conjunction with the Rockhampton Diocese Student Wellbeing Framework, the St Brigid's School Wellbeing Framework outlines the support available to students within their own classrooms, the school and the wider community. With the child as the centre of the framework St Brigid's offers pastoral, spiritual, physical, behavioural and cognitive support in an inclusive, unique Catholic environment. *(Student Mental Health and Wellbeing Framework, 2019)*



Berry Street Education Model (BSEM)

The Berry Street Education Model (BSEM) equips schools with strategies to increase engagement, build relationships and focus on wellbeing for all students. It strongly supports student self-regulation, strengthening their wellbeing and improving their academic achievement.

St Brigid's staff have been trained and are implementing BSEM strategies throughout each day, in the classroom and outside. The strategies of having a Consistent Predicate Routine (CPR), Welcome Circle, Ready to Learn Plans and de-escalation tools (amongst others) have been implemented throughout the school.

All students at St Brigid's will be introduced to BSEM strategies and tools at the beginning of each year in their Term 1 Health unit.

Wellbeing Data

Student wellbeing is a high priority at St Brigid's. All students in Year 1-Year 6 will complete an online wellbeing survey sourced through the wellbeing project team at CEDR at the beginning of each school year and again throughout the year. This data will be collected, and target areas will be planned and implemented as part of a school wide health and wellbeing scope and sequence, delivered to each class individually.

Wellbeing on Wednesday (WoW)

All students in Prep-Year 6 will participate in WoW groups each week. Students are allocated into 1 of 14 family groups and will participate in the same wellbeing lesson developed by the APRE based on the data collected (above). Themes of WoW lessons could include resilience, de-escalation strategies, mindfulness or growth mindset. BSEM strategies are used throughout lessons and all concepts are taught through a Catholic lens.

St Brigid's Bullying Policy

St Brigid's Catholic Primary School's bullying policy is in line with the Rockhampton Catholic Education policy which can be found here:

<https://www.rok.catholic.edu.au/about-us/policies-publications/>

The national definition of bullying for Australian schools states: *Bullying is an **ongoing** misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. **Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.***

(<https://bullyingnoway.gov.au/WhatIsBullying/Documents/definition-ofbullying.pdf>)

At St Brigid's we endeavour to:

- Establish a safe, caring, respectful, inclusive and supportive environment.
- The school Leadership Team, in consultation with the school community, will collaboratively develop processes to respond appropriately to bullying incidents which document and define the roles and responsibilities of staff, students and parents / carers / guardians
- The school Leadership Team will implement teaching and learning programs that promote wellbeing and personal development through the teaching of language skills, emotional literacy, assertiveness skills, social skills, coping strategies, group mechanisms and motives for bullying
- The school Leadership Team will ensure there is appropriate access to counselling services

If any online incident impacts on the good order and management of the school, the school may apply:

- Disciplinary actions, including suspensions.
- Report the incident to the police.
- Removal ICT rights and use of technology at school.

If you have any concerns regarding your child and bullying, please follow the grievance procedure found in this document.

St Brigid's Student Protection

St Brigid's has a commitment to the care and protection of children and young people, following a framework developed by CEDR for all Catholic kindergartens, schools, colleges and services in the Rockhampton Diocese, ensuring they operate to fulfil their legislative student protection responsibilities.

Measures to ensure compliance with State and Commonwealth legislative requirements and Catholic Church expectations include:

- Developing a culture and ethos that promotes and encourages understanding and reporting of potential harm and abuse
- Reporting processes that empower students to report concerns
- Student protection processes including the reporting of harm and abuse of children and young people in our kindergartens, schools, colleges and care services
- The implementation of strategies enacted to minimise risk of harm to students
- Promotion of a culture to ensure that student protection is the responsibility of every person and is an integral aspect of student well-being
- Provision of learning programs for students to develop awareness and skills that lead to their empowerment and an ability to identify risk, act protectively and seek assistance

St Brigid's is guided by the advice of the police and other child safety organisations in certain circumstances and will await advice before making any contact with any other parties (including parents). If a parent requests information regarding a reported incident St Brigid's is bound by confidentiality and may not be able to disclose any details.

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Grievance Policy

A *grievance* is a complaint/concern that a parent has in relation to a matter. A *grievance process* is a step-by-step process a parent must follow to have his/her complaint addressed appropriately (Right Relationships Parent and Student Grievance Procedures, 2019).

St Brigid's grievance policy is based on the values and attitudes that are reflected in the life and activity of the school: faith, compassion, charity and peace and the St Brigid's mission and vision statements.

As a school community we are working together to support and meet the needs of our students. To ensure this occurs, trust and open and effective communication is vital between the staff, students, parents and school community.

Most complaints are best resolved promptly at the local level.

In schools, the classroom or subject teacher is often the best person to handle routine concerns about matters within their classroom and/or area of responsibility.

For example - student learning matters, class discipline, friendship issues, homework, issues outside of school that may impact learning etc.

Some complaints will need the involvement of the Principal or Leadership Team.

As issues are clarified, a complaint may be handed to another suitable complaint manager (for example, a teacher).

For example - continuation of issues raised with classroom teacher, school wide matters (traffic, school policies and procedures), student protection concerns, breaches of Code of Conduct etc.

Few complaints should require management at the Director level.

Some complaints received at the Director or executive level may also be suitable to be referred to the school or workplace.

For example - continuation of unresolved issues.

It is crucial that all parties work together and treat each other with respect and integrity to resolve concerns and conflicts effectively and promptly.

At St Brigid's when a concern is raised we are committed to:

- Hearing the concern with an open mind
- Maintaining confidentiality
- Treating everyone with respect
- Investigating the concern carefully
- Meeting the needs of all parties involved
- Communicating clearly and sensitively
- Establishing and responding within an appropriate time frame
- Seeking a solution that is fair for all those involved.

- Classroom teachers/leadership team will take notes/minutes of meetings and can forward a copy to parents if requested.

Procedures and Timeframes












1. Initial Concern: Needs to be raised in a calm and appropriate manner as early as practical to the person/people involved or to the classroom teacher.
2. Continuing/Unresolved Concerns: Contact a member of leadership within a 3 week timeframe – ensuring you have allowed enough time for the initial concern to have been dealt with.
3. Where an issue is unable to be dealt with at a school level: Referral to the Catholic Education office through the Assistant Director – Western Region.

IMPORTANT REMINDERS

- If there are concerns with other children in the school, parents **are not** permitted to approach children and discuss these – please address all concerns through the classroom teacher.
- Social media is not an appropriate form of communication to voice concerns or issues related to school. This is in breach of the ICT Code of Conduct signed by all families.
- All meetings must be organised with all parties involved and if possible not interrupt the learning of the students.

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Grievance Procedure

Parents/Carers with a Grievance	Students with a Grievance	Staff and volunteers with a Grievance
<p>Make an appointment to talk with the classroom teacher</p> <p style="text-align: center;"></p> <p>Discuss the concern in a clear, calm and respectful manner.</p> <p style="text-align: center;"></p> <p>Seek to resolve the concern in a way that respects the needs of all involved</p> <p style="text-align: center;"></p> <p>Allow a reasonable timeframe for the concern to be addressed.</p> <p style="text-align: center;"></p> <p>If the concern is not addressed, make an appointment to discuss your concerns further with leadership.</p> <p> </p> <p>Parents MUST NOT approach a student about a grievance. Parents should first talk to their own child's teacher about any issues.</p>	<p>Talk to the person in a calm and appropriate tone. Tell the person what it is wrong and how it is making you feel. Try to come to a solution together (use MJR strategies)</p> <p style="text-align: center;"></p> <p>If you can't resolve the issue together, talk to your classroom teacher and/or your parents.</p> <p style="text-align: center;"></p> <p>Allow time for the problem to be resolved.</p> <p style="text-align: center;"></p> <p>If the problem is still to resolved, parents can make a time to see the classroom teacher.</p> <p> </p> <p>Parents MUST NOT approach a student about a grievance. Parents should first talk to their own child's teacher about any issues.</p>	<p>Arrange a time to speak with the person the concern is about in an appropriate meeting place.</p> <p style="text-align: center;"></p> <p>Discuss the concern in a clear, calm and respectful manner.</p> <p style="text-align: center;"></p> <p>Seek to resolve the concern in a way that respects the needs of all involved.</p> <p style="text-align: center;"></p> <p>Allow a reasonable timeframe for the concern to be addressed.</p> <p style="text-align: center;"></p> <p>If the concern is not addressed, make an appointment to discuss your concerns further with leadership or have them mediate another meeting with the above-mentioned person.</p> <p> </p> <p>If the concern is still not resolved within a reasonable timeframe, arrange a time to speak to the Assistant Director – Western Region. NB: It may be appropriate to contact a Union representative for advice.</p>

Appendix 1

The following list are *examples of behaviours* that do not meet school or classroom expectations. This list is *not* exhaustive, and teachers will always take into consideration the individual and the context of the situation/behaviour.

Examples of minor/persistent behaviours	Examples of Level 1 Behaviours	Examples of Level 2 Behaviours	Examples of Major Behaviours
<ul style="list-style-type: none"> ➤ Calling out ➤ Distracting others ➤ Running on the concrete ➤ Making silly noises in class ➤ Littering ➤ Inappropriate use of technology (minor) 	<ul style="list-style-type: none"> ➤ Defiance (minor) ➤ Intentionally distracting other students from their work. ➤ Minor 'hands on' behaviour ➤ Swearing (not directed) ➤ Teasing/minor name calling 	<ul style="list-style-type: none"> ➤ Deliberate 'hands on' behaviour ➤ Fighting in the playground (minor) ➤ Persistent inappropriate use of technology (minor) 	<ul style="list-style-type: none"> ➤ Explicit and directed use of language ➤ Comments of a sexual or racial nature ➤ Physical fighting/deliberate 'hands on' behaviour ➤ Threatening a staff member/student with violence ➤ Inappropriate use of technology (major)

It is prohibited for a student to threaten to bring/ or bring any weapon to school or any school sanctioned activity. Students breaching this requirement may face serious consequences including suspension and the termination of their enrolment. The school will report the matter to the police.

The following list are examples of *possible consequences* that may be issued by the classroom teacher or the leadership team. This list is *not* exhaustive, and teachers will always take into consideration the individual and the context of the situation/behaviour.

Examples of possible consequences for behaviour that does not meet school or classroom expectations.			
➤ Exclusion from play (Reflection Room)	➤ Cleaning up an area	➤ Internal suspension	➤ Email home
➤ Moving the student	➤ Miss a fun game	➤ Thinking time	➤ RTP Questions

**** Dangerous and repeated high level incidents may result in external suspension or managed attendance**

The following list are *examples of behaviour* that exceed school or classroom expectations and the possible outcomes for the student. This list is *not* exhaustive, and teachers will always take into consideration the individual and the context of the situation/behaviour.

Exceeding Behaviours			Possible Outcomes
<ul style="list-style-type: none"> ➤ Showing initiative to complete tasks ➤ Completing a task beyond what was expected ➤ Taking on responsibilities that exceed what is expected as a St Brigid's learner. 	<ul style="list-style-type: none"> ➤ Classwork that is completed beyond a student's usual standard (individual teacher judgement required) 	<ul style="list-style-type: none"> ➤ Showing initiative to clean the school ➤ Showing initiative to assist another student 	<ul style="list-style-type: none"> ➤ Classroom acknowledgment as per management plan ➤ Phone call/email home ➤ Champion of the Week Award (assembly)