ST BEDE'S
PRIMARY SCHOOL

Behaviour Management

Statement of Practice

Contents

Rationale ……3

Our Behaviour Management Approach ……3

Behaviour Management Structure……4

Whole School Focus……5

Classroom Expectations ……..11

- Behaviour Management Classroom Process/Consequence Steps
- Student Teacher Game
- Incentives
- Awards

Playground Expectations……..14

- Behaviour Management Playground Process/Consequence Steps
- Restorative Justice

Delegation of Responsibilities……16

Serious Incidents……16

Bullying and Harassment ……17

Suspension and Expulsion ……17

Rationale

At St. Bede's, our commitment to the motto "To walk in love and peace" aligns closely with our key values: Respect, Responsibility, and Resilience. These values not only guide our actions but define the very essence of our Catholic learning community.

In the spirit of our motto and driven by our core values, St. Bede's reflects who we are and how we engage with others. We are a nurturing community where we encounter Jesus through one another. Our journey is one of purpose and passion, and our commitment to growth, innovation, and challenge is underpinned by these values.

Respect, Responsibility, and Resilience are not just words to us; they are the pillars of our identity.

- Respect is the foundation upon which we build relationships, honouring the dignity of every individual.
- Responsibility underscores our duty to make mindful and compassionate choices, both as individuals and as a community.
- Resilience is the driving force behind our commitment to overcome challenges and emerge stronger.

At St. Bede's, we foster a culture of shared values and mutual expectations among students, staff, and parents alike. Our community is committed to the principles of Respect, Responsibility, and Resilience in all our interactions. We believe in a consistent approach to behaviour management that encourages accountability and responsibility while also embodying compassion and dedication to our values. Through clear communication and transparent guidelines, we empower individuals to take ownership of their actions and strive for personal growth. We recognise that mistakes are opportunities for learning and growth, and we approach discipline with empathy and understanding, seeking to guide students towards positive choices. By nurturing a culture of respect and support, we cultivate a learning environment where every member feels valued and empowered to contribute to our shared vision of excellence and integrity.

St Bede's prohibits corporal punishment nor do we explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at school.

Our Behaviour Management Approach

Our approach highlights the following:

Consistency and stability:

- Implement consistent behaviour management strategies across all classrooms and settings.
- Maintain stability through predictable routines and expectations.

Physical and emotional safety:

- Create a safe and supportive environment for all students.
- Address any instances of bullying or unsafe behaviour promptly and effectively.

Engaged student learners:

- Foster active engagement through interactive teaching methods and varied instructional approaches.
- Provide opportunities for student choice and autonomy in learning.

Clear expectations modelled:

- Clearly communicate behavioural expectations to students through explicit modelling.
- Consistently reinforce desired behaviours through positive reinforcement.

Positive Behaviour Systems with accountability:

- Implement a structured system of rewards and consequences to promote positive behaviour.
- Hold students accountable for their actions through fair and consistent disciplinary measures.

Relational – stay connected and remain in control of yourself (not the child):

- Build positive relationships with students based on trust and respect.
- Use proactive strategies to de-escalate conflicts and maintain composure during challenging situations.

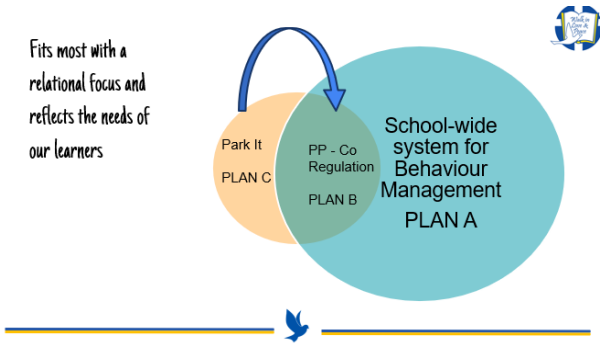
Common language:

- Establish a shared vocabulary for discussing behaviour and expectations.
- Ensure consistency in language use among staff members to promote clarity and understanding.

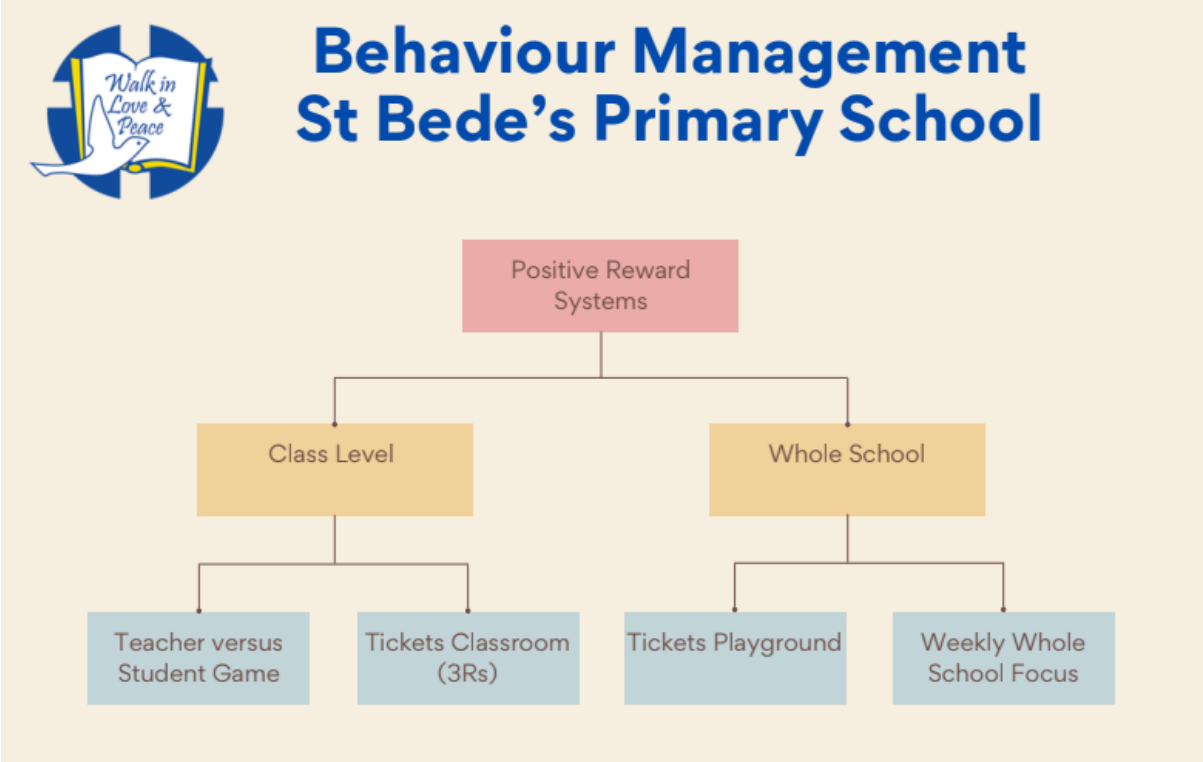
Behaviour Management Structure

Plan A: School-wide system for behaviour management that requires staff to follow a 'Consequences/Steps' approach for managing undesirable behaviour.

Plan B: A personalised approach for children who may require a more flexible set of expectations and consequences.



Plan C: Heightened behaviours - more time may be required before revisiting and reflecting on behaviours/expectations.



Whole School Focus

At St Bede's we have a positive reward system that encourages positive behaviours for learning.

**In response to need in Term 3 2023 for a more consistent approach we sought to develop a consistent approach across the school. This has continued as a school focus in 2024, to embed and consolidate school practice.*

Timeline/Actions

July 2023	Staff survey about behaviour management practices
2023	Safety Intervention Training
Term 3 2023 – Staff meeting/s	Introduction of Whole School Approach. Established Key Values (Respect, Responsibility and Resilience) Introduced Aims/Purpose Structure – fits most Identifying students outside of the majority Understanding Window of Tolerance Setting up positive behaviours for learning Identifying undesirable behaviours School procedures/consequences Buddy Classrooms Re-entry practices

	Restorative Justice practices Naming expectations for the playground Dealing with students who are outside of the majority Actions to take right now, eg: Each class implements own positive reward system in the classroom
July 2023 August meeting	Established action group Discussed implementation of a whole school ticket system Need for a matrix to create shared buy in and consistency of expectations
Term 4 2023 – Staff meeting/s	Develop clear action steps towards shared goal Revise 3Rs – What this looks like Identify an issue on the playground – soccer Plan, model, teach, reward (ticket system) Staff contribute to a consequence level chart Staff contribute to behaviour expectations associated with key areas in the school
Term 4 2023 – BM Action Group	Action group – create a matrix to reflect staff decisions around expectations in key areas of the school Decide on incentive for first reward - BBQ
Term 4 2023 – BM Coordinator	Developed charts to reflect BM Consequences for Classroom and Playground Behaviours Reflection Sheet
Term 1 2024 – PD	Introduction of a consistent classroom positive reward system Teacher/student game Reward chart and system Whole school focus teaching points and expectations Tiers – Plan A, Plan B, Plan C Consistency in displaying visuals as reminders Awards
Term 1 2024	Consistent reminders during admin meetings – weekly focus and Teacher/Student game

Weekly Focus and Ticket Reward System

The details:

- We have a designated focus each week. Explicit teaching will accompany this; class teachers allow at least 15 -20 minutes each week. See Term 1 Weekly Focus Document here.
- Tickets are awarded to students demonstrating desired behaviours in line with our weekly focus and for showing our key values of respect, responsibility, and resilience.
- Tickets are collected regularly, and students are awarded a piece of the target to show progress towards our school reward. This reward is decided by the SRC members, with the Leadership Team overseeing the final decision.
- Each classroom has a jar for ticket collection and the main jar is in the front office.
- Twice each Term students work towards a reward. Additionally, there is a prize incentive with 3 children being drawn out to receive a prize.

This set of shared expectations were developed by the St Bede's staff in Term 4 2023. These are displayed in classrooms and throughout the school.

St Bede's Expectations	
Key Value	How this looks
Walk with respect, by showing:	• respect for staff members and parents • respect for self • respect for peers • respect for environment • respect for property • respect for our school
Walk with Responsibility, by:	• staying in bounds • playing safely on the correct equipment • seeking help when needed • using equipment and sticks appropriately • sitting to eat, lining up patiently

Walk with Resilience, by:	• showing empathy and understanding • staying in charge of my own emotions • brushing off the little things • encouraging others • resolving problems • showing forgiveness, courage and kindness • being inclusive to all

*Throughout a series of staff meetings staff developed a matrix of expectations in line with our key values. *This is a working document and will be revised regularly to ensure that it aligns with our school context.*

Expected behaviours matrix based on key values: RESPECT, RESPONSIBILITY and RESILIENCE

AREA	**Respect**	**Responsibility**	**Resilience**
Inside/Classrooms	• Respect yourself • Respect others • Respect the environment • Manners • Appropriate voice volume for the activity • Taking Turns • Respect space	• Do the right thing • Lining up appropriately • Be in the right place at the right time • Have the right attitude • Keep workplace tidy • Clean up after yourself	• Accepting consequences • Actively listening to others to understand their point of view • Self-regulate emotions • Bounce back • Show emotional intelligence • Persist when things are difficult
Mass	• Enter reverently • Show active listening • Reflect on the message • Be a role model to others	• Participate in singing • Say responses • Be sensible in sacred space • Be mindful and reflective when receiving communion • Listen	• Be positive • Be adaptive • Be flexible if there is a problem

		• Be a representative of the school	
Excursions	• Listen to instructions of teachers • Listen to presenters and hosts • Respect environment or space visiting • Be a role model and aware of behaviour expectations	• Walk safely • Wear seatbelts on buses • Follow guidelines • Be punctual • Stay with partner • Keep track of and look after belongings	• Be flexible if there is a change • Be aware of changes and adapt • Be a problem solver • Be positive • Be collaborative
Office	• Be polite • Be patient • Use a quiet voice • Follow school rules • Respect privacy and space	• Follow instructions • Only go with a purpose • Move safely and calmly	• Stay calm • Accept feedback • Communicate feelings
Library	• Be polite • Be patient • Use a quiet voice • Follow school rules • Respect privacy and space	• Follow instructions • Put books back on shelves in the right place • Line up appropriately for borrowing • Bring a library bag to school • Care for equipment and books • Leave the space how you find it	
Canteen	• Use manners • Ask for help, don't tell	• Order correctly • To ask nicely if there is a mistake • Line up patiently	• Accept decisions or changes • Wait in line patiently

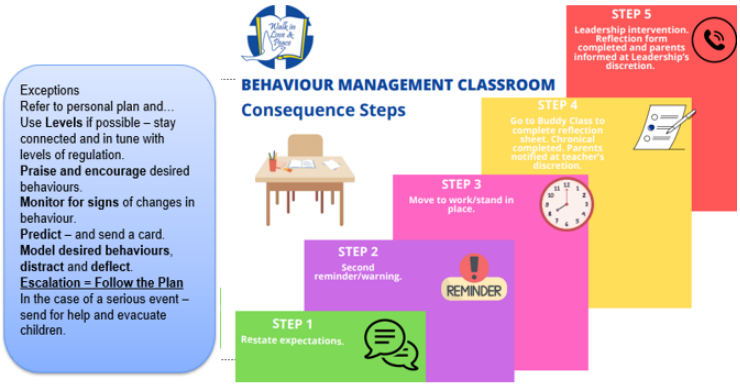
	• Show appreciation 'thank you'	• Wait your turn	• Be positive and encouraging
Outside Areas	**Respect**	**Responsibility**	**Resilience**
Outside	• Move around the school in an appropriate manner – calm, quickly and quietly	• Put equipment away • Pick up rubbish/put in bin • Care for belongings • Care for people • Eat own food • Listen and respond to bells	• Be a problem solver not a problem maker • Use kind words to sort out problem • Have a go
Soccer and outside games	• Respect your peers – accepting your team. • Speaking with respect (kind words) • Respecting others playing in the environment or area • Equipment • Sharing opportunities – the ball • Be inclusive • Build others up – perspective.	• Fair teams • Make decisions as a team. • Following the rules. • Making yourself accountable. • Seeking help when problem is too big. • Care for equipment.	• Positive attitude. • Accepting decisions. • Brush it off and bounce back. • Self-regulation strategies for when things don't go your way.
Assembly	• Active listening • Sit/stand in silence • Arrive early or on time	• Listen actively • Only speak when asked • Sing happy birthdays • Move quietly once finished to class area	• Accept the seat you have • Move away if a peer is too close or bothering you
Lining up	• Line up in lines as identified by the teacher	• Respond to bells – first bell toilet and 2nd bell class lines	• Worry about yourself not everyone else

		• Sit on silver seats quietly • Sit in lines quietly • Keep hands and feet to yourself	• Move to the back of the line if there is not enough room • Let other people go at the front of the line
Eating time	• Listen to teacher and follow instructions • Respect the food choices of others • Respect the space of others • Sit to eat • Respect your own belongings and those of others.	• Eat only your food • Put your lunchbox in the tubs when finished • Put rubbish into the correct bins • Sit to eat	• Accept decision if there is no lunch order • Eat what you have been given • Take home foods you don't want to eat

Classroom Expectations

Each classroom is expected to have clear expectations that reflect desired learning behaviours. This is established at the beginning of each school year and revised as needed.

The 'Student/Teacher game' reinforces positive behaviours for learning, focusing on praise and rewarding desired behaviours. Plan A: For students not showing desired behaviours we ask that teachers follow the five ***Behaviour Management Classroom Consequence Steps***.



- Step 1: Reminder of expectations.
- Step 2: Second reminder of expectations.
- Step 3: Move to work/stand as a physical reminder if on the carpet.
- Step 4: Student sent to buddy classroom to complete reflection and re-entry routine/parents notified and Compass Chronicle completed.

- Step 5: Send Orange/Red Card to Leadership Team for urgent support. Orange – come soon as you can, Red – come urgently.

**It is the role of the buddy teacher to speak with the child about their behaviour and assist them to fill in the reflection form ready for re-entry, reflective questions should be asked eg. What could you have done differently and what can you do to make it right?*

Buddy Classrooms

Kinder	Year 1 Blue
Year 1 Gold	Year 2 Blue
Year 2 Gold	Year 3 Gold
Year 3 Blue	Year 4
Year 5	Year 6

Reflection and re-entry conversation may include the following:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Exceptions: Plan B: Refer to Personal Plan and use Steps if possible.

1. Stay connected and in tune with levels of regulation.
2. Praise and encourage desired behaviours.
3. Monitor for signs/changes in behaviours.
4. Predict – send card early.
5. Model desired behaviours, distract and deflect.
6. Escalation = Follow the plan and in the case of a serious event – send for help and evacuate children.

Plan C: Following a heightened incident, any conversations about the incident need to wait until the child has regulated and this may need to occur at a later time or day. Student may need to be collected by parents if unable to regulate behaviour.

Reflection and Re-entry Form

Students who need reflection time are required to complete (with or without help from a staff member) a reflection form. Once complete it is to be filed in the students

file in the front office and recorded via Compass. Parents are notified at teacher or Leadership Team's discretion depending on the seriousness of the matter or when multiple incidents have occurred over a period of time. Link to form here.

Classroom: Teacher Student Game

This game rewards student engagement norms based on the PLAYS acronym. Students are awarded points for positive learning behaviours.

Details:

There are 5 possible sessions per day.

- Morning session x 2
- Middle session x 1
- Afternoon session x 1

Classroom Support Assistants add their points to class tally for points earned during intervention groups or for Library, STEM and Music.

Incentives:

It is possible for a class to receive a smaller reward every 2 weeks and a larger reward once per term:

Possible ideas smaller rewards (15-20 minutes):

- Afternoon free time - play 20 minutes
- Extra play time after lunch
- iPad time
- Games - Heads, down thumbs up (or similar)
- Directed drawing
- Drawing time
- Zooper Doopers

Possible incentives larger reward up to an hour:

- Board games or puzzles
- Extra Sport
- Extra art
- Walk to the park for a play
- Craft activity

Please check with the Behaviour Management Coordinator for other reward requests outside of this list.

Awards:

Student Achievement awards can be awarded daily with a minimum of 3 given per a week.

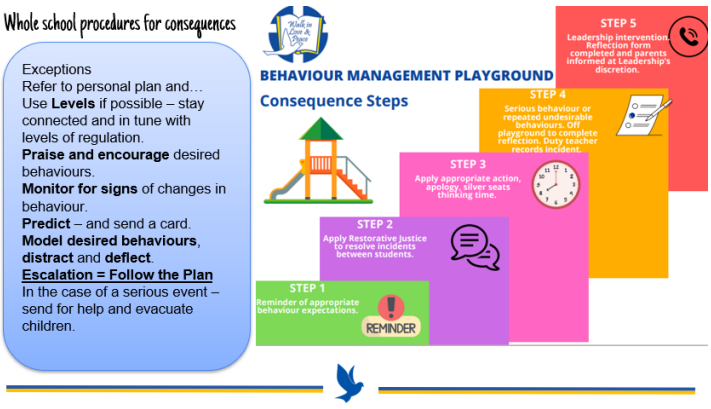
Walk in Love and Peace Awards are awarded once per week on a Friday morning.

Principal's award is given once per week on Friday morning.

Playground Expectations

On the playground a whole school process is in place for dealing with incidents as they occur. Depending on the seriousness of the incident different Level actions will occur. See below **Playground Consequence Level Chart** as a guide and teachers may also use their judgement based on the situation. **The Behaviour Management Playground Consequence Steps are as follows:**

- Step 1: Reminder of appropriate behaviour expectations.
- Step 2: Apply Restorative Justice.
- Step 3: Apply appropriate action – apology, thinking time, reminder of expectations.



- Step 4: Time off the playground – student completes a reflection and re-entry form; teacher and parents are notified.
- Step 5: Urgent immediate danger. Send card for help from Leadership Team Orange – come soon as you can, Red – come urgently.

Exceptions: Plan B: Refer to personal plan and use Steps if the student is regulated.

1. Stay connected and in tune with levels of regulation.
2. Praise and encourage desired behaviours.
3. Monitor for signs/changes in behaviours.
4. Predict – send card early.
5. Model desired behaviours, distract and deflect.
6. Escalation = Follow the plan and in the case of a serious event – send for help Orange – come soon as you can, Red – come urgently.

Restorative Justice Questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Reflection and Re-entry Form

Students who need reflection time are required to complete (with or without help from a staff member) a reflection form. Once complete it is to be filed in the students file in the front office and recorded via Compass. Parents are notified at teacher or Leadership Team's discretion depending on the seriousness of the matter or when multiple incidents have occurred over a period. Link to form here.

Playground Consequence Levels

Level/Step	**Behaviour Guide – use intuition and below as a guide.** **Please note appropriate action for 'Plan B' students may be slightly different.**

Step 1 Appropriate teacher action. Eg. Apology, sit on silver seats 5 mins, rule reminders.	No hats in appropriate months Littering Sitting during eating time Not eating Lining up at the bell Talking during assembly Swearing incidental
Step 2 Restorative Justice – yellow card in duty bag.	Exclusion Out of bounds Climbing trees Not following instructions Competitive behaviour Rough play Swearing in general
Step 3 Reflection form, restorative justice, parent emails, compass chronicle.	Hands on/physical Repeated exclusion/in a group Biting Using weapons against others on the playground (cause danger to others) Disrespect teachers or staff Swearing with intent towards another
Step 4 and 5 Red card to the executive for immediate help.	Physical – malicious, extreme, repeated group Leaving school property Someone is an immediate danger to self or others

Delegation of Responsibilities

Behaviour	**Responsibility**
Minor behaviours within the classroom or on the playground.	Classroom teacher/ duty of care teacher
Heightened behaviours	Classroom teacher/Leadership Team to support
*Serious Incidents, such as bullying or harassment, physical violence, leaving school grounds or student in distress.	Leadership Team

Suspension and Expulsion	Principal or principal's delegate in communication with Catholic Education Canberra Goulburn.

Serious Incidents

Please note: In the event of a serious incident:

- Safety of students and staff are prioritised.
- Actions are taken to ensure the dignity of the child is respected.
- Restorative measures for students and staff are taken.

Reporting incidents: For serious incidents follow the protocols put in place and report via Compass by classroom teacher or the teacher on the duty who witnessed the incident. There may be instances in which the Leadership Team may document the Compass report. Facts must be stated without emotion. Parents must be notified for serious incidents. In the event of an incident where restrictive practices have been used this will be detailed in Compass, communicated with the Leadership Team and parents will be notified.

Bullying and Harassment

As per the Catholic Education Archdiocese of Canberra & Goulburn Bullying and Harassment Policy, St Bede's adhere to the obligations and processes outlined and actively seeks to provide a safe space for all students and staff.

Suspension and Expulsion

All suspensions and expulsions are to be carried out by the school principal or delegate of the principal in accordance with the Catholic Education Archdiocese of Canberra & Goulburn Behaviour Support, Suspensions and expulsion Policy.

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