



St Mary's Primary School Bellingham

Behaviour Support Management Policy 2025

Mission

"Enabling students to achieve the fullness of life"

Vision

At St Mary's Primary School, we believe that all students can achieve success within a Christ-centred, inspiring, and nurturing learning environment. Guided by our motto of 'Live in Harmony', we foster caring, polite and inclusive interactions, commitment to the mission of the Catholic faith and the enacting of Catholic Social Teachings.

School Values

Valuing the dignity and uniqueness of each person

- Building respectful relationships, valuing and embracing all
- Generosity, gratitude and service
- All children thrive on routine, clarity and consistency
- A love of learning

Our Beliefs and Common Philosophy about Behaviour

St Mary's Pastoral Care is a whole-school approach founded in Jesus Christ and the Gospels. The dignity and wellbeing of every child are at the centre of all we do to enable "the fullness of life." Respectful relationships between staff, students, families, and the wider community are essential for creating a supportive learning environment that nurtures the whole child; spiritually, academically, emotionally, and physically.

We guide children in partnership with families, to recognise the importance of learning from mistakes. We respond to this learning process with compassion, consistency, and restorative practices." ? We guide students to recognise the impact of their actions, repair relationships, and grow in responsibility. Behaviour support is not merely about managing actions but about building a Christ-centred community where every member feels respected, included, and supported.

With Christ as our model, we commit to walking alongside one another in mutual respect, modelling forgiveness, and fostering wholeness and inner strength. In this way, behaviour support becomes an expression of our Catholic worldview: to love, to serve, and to nurture a community where every child knows they belong.

Purpose of This Policy

These guidelines clearly outline St Mary's expectations for behaviour, how positive behaviour is promoted and the procedure for responding to behaviour that does not meet expectations. These expectations and procedures encompass student behaviour that occurs:

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

- Where there is a clear and close connection between the school and students' behaviour.

Evidence-Based Approach

A whole-school approach to behaviour is foundational in creating a consistent, caring, and safe school environment. It ensures that all members of the school community share a clear understanding of what constitutes expected behaviour, how positive and prosocial behaviour is encouraged, and the processes followed when behaviour does not meet expectations. It explains how it relates to each individual and why this is important. Children need to be explicitly taught these skills, including how to apologise, admit when they are wrong, and seek forgiveness, so that growth becomes part of the learning journey.

Contemporary approaches to student behaviour emphasise a holistic understanding of behaviour. They involve setting high expectations for all students, providing safe and predictable learning environments, and explicitly teaching prosocial behaviours that support respectful relationships. These approaches also recognise that unproductive behaviour is often a form of communication, signalling unmet needs or challenges with self-regulation. Instead of responding only to the symptoms of behaviour, the focus is on identifying and addressing its underlying causes.

At St Mary's, evidence-based strategies are implemented to foster a safe and supportive school community, aligning practice with current research and best practice in education and behaviour support. Data is used to guide and inform behaviour strategies, with regular reviews scheduled at planned meetings. Actions and follow-ups are undertaken in consultation with all stakeholders to ensure consistency and effectiveness.

The multi-tier system of support is grounded in proven, evidence-based approaches to behaviour. The school delivers a 'Continuum of Care' which is a whole school approach enabling a quality learning and teaching environment that promotes the learning and wellbeing of all students.

The school also uses a multi-tier system of support grounded in proven, evidence-based approaches to behaviour. Through the Continuum of Care, St Mary's provides a whole-school framework that promotes both quality learning and the wellbeing of every student. Positive Behaviour Support (PBS) is embedded as a cornerstone of this approach, providing proactive support for all students. PBS includes the explicit teaching of behaviours that build positive relationships, foster a culture of trust and belonging, and promote inclusivity, respect, resilience, and responsibility. It reinforces expected behaviours through consistent encouragement and recognition, creating an environment where all students can thrive.

Rights and Responsibilities

Establishing and maintaining positive teacher-student relationships helps establish and maintain high expectations, routines and rules. Teachers, the families of students and the broader community work in partnership to collaboratively build the understanding of the school's expectations for learning and behaviour. Students will need varying levels of support to establish positive relationships, meet high expectations and enact the routines and rules. Some students may require different point-in-time expectations as we support them in developing their skills. Whole school expectations for adults and students have been collaboratively designed based on AERO's Whole School Approach to Classroom Management and Teaching for How Students Learn, A Model for Teaching and Learning.

Student Rights and Responsibilities

Students have the right to:

- Learn in a safe environment, free from discrimination, harassment, intimidation, or violence
- Be treated with respect, fairly and with dignity by teachers, staff, and other students
- Access and participate fully in learning
- Express their views, voice concerns, set goals, advocate for themselves
- Access appropriate support when needed.

Students have the responsibility to:

- Be respectful, treat others, teachers, and staff with dignity and courtesy
- Act cooperatively, work with others and develop positive relationships
- Follow school and class rules and expectations around behaviour

- Be responsible, take ownership of their actions and understand how their behaviour impacts others
- Care for school property and the property of other students and staff
- Contribute to the learning environment, participate actively in learning and do their best
- Be safe, make safe choices and not do anything that could harm themselves or others.

School Responsibilities

- Create and maintain a safe, supportive, and inclusive learning environment
- Provide active supervision in the classroom and outside the classroom, including but not limited to the playground, bus bay, sport, excursions, and retreats
- Staff will be vigilant and approachable. They will actively and consistently monitor student interactions and intervene promptly and appropriately to maintain a safe and supportive environment
- Provide resources and professional learning to support staff in managing student behaviour positively and inclusively
- Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. The school does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.
- The school will seek advice from DLCS staff if it is considering implementing restrictive practices. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

Promoting Positive Behaviour

St Mary's encourages and motivates students as they learn the expected behaviours and then maintains those skills and dispositions as students become more fluent with their use.

The encouragement strategies for students within the school and classroom include:

Acknowledgement	Overview
PBS Focus Behaviour Award	Awarded at assembly to one student per grade each week. This is a student who has consistently displayed the focus behaviour expectations for the week. Recognised in the Newsletter with other class awards.
Smile Card	The Smile Card is where students collect stamps as a visual acknowledgement of positive behaviour. Staff award students a "Smiley" stamp on the card each time they acknowledge positive behaviour in the classroom. Each stamp is accompanied by verbal recognition from the teacher for the positive behaviour observed. Students progress through three coloured Smile Cards per term. Once all three cards have been filled in a term, students are then eligible to attend the Whole School Rewards Day which takes place on the last Thursday of each term.
Rewards Day	Awarded to students who have completed their Blue, Green and Purple Smile Cards. This occurs for sessions 2 and 3 on the last Thursday of term and may consist of events such as a movie and popcorn afternoon, afternoon disco, Lego Masters, play at the local park.
Merit Certificates	Two students from each class receive this award weekly.
Individual classroom reward systems	When students complete their Purple Card, they then earn raffle tickets for their in-class raffle with individual classes and student voice. Other classes have reward systems in place that are collaboratively designed.
Verbal recognition for groups of	Positive verbal rewards are used at whole school gatherings to recognise groups/classes or whole school when they are displaying positive behaviours e.g.

students/whole school	whole school quiet at gatherings, a lunchtime club group, students playing positively at lunchtime etc.
Morning Welcome	Every morning a member of the Classroom Learning Support team is at the front gate to personally welcome all students and their families as they arrive at school each day.
Daily Check In	Students will identify if they need to have a check-in with an adult on a daily basis. This information informs future steps regarding additional support that may be required. This information is followed up by the adults in the classroom, then reviewed fortnightly by the Pastoral Care Team and followed up by the Pastoral Care Lead.
PBS	Universal Behaviour Support - Students learn how to respond to targeted behaviours through the weekly Positive Behaviour Support Lessons for example: how to invite students into games.

Behaviour Expectations

Are clearly written and explicitly modelled and taught.

Staff, students and school community involvement includes annual review of expectations with feedback at the beginning of the year gathering.

At St Mary's we 'live in harmony.' Our rules guide us to be safe and respectful learners:

- Treat everybody with kindness.
- Listen and speak in a respectful way.
- Listen when the teacher is talking.
- Care for others, belongings and the environment.
- Walk quietly through the school.
- Be prepared with required items.

We are respectful	We are learners	We are safe	Behaviours of Concern
Welcoming, Encouraging, Sorry, Thank you	I do my best	I make safe choices	Damage to property
I am kind to others	I am an active participant	I keep my hands and feet to myself	Disrespect
I am honest	I follow instructions	I follow directions	Disrupting learning
I help others	I think before I act	I ask permission to leave a classroom/learning space	Inappropriate language
I follow directions	I keep trying to improve	I tell a teacher if I am unwell or injured	Inappropriate physical contact
I care for the environment		I tell an adult when I see a problem	Inappropriate use of equipment
I put my rubbish in the bin			Inappropriate use of technology
			Late to lines
			Leaving the classroom without permission
			Not following behaviour expectations after reminders
			Off task
			Out of bounds
			Targeting behaviour
			Teasing
			Other

The Three Tiers of Behaviour Support

Whole School Approach: Tier 1	
Whole school approach All students receive behaviour skills instruction through PBS. The Positive Behaviour Lessons Scope and Sequence is responsive to the behavioural needs at the school and changes are made accordingly in consultation with staff and responsive to data. Teachers apply Microskills to enhance Tier 1 positive behaviours. All staff have been trained in trauma-informed practices and whole school expectations for adults and students have been collaboratively designed based on AERO's Whole School Approach to Classroom Management and Teaching for How Students Learn, A Model for Teaching and Learning. Enabling Foster the conditions of a learning-focused environment - Establish rules and routines that support students to focus on learning. - Demonstrate respectful interactions to foster positive relationships and belonging. - Teach techniques that develop students' capacity to improve their own learning. - Develop cultural responsiveness to meet the learning needs and aspirations of First Nations students. - Engage with families to invite communication and collaboration. Classroom teachers also address the behaviours evident in the data through adjustments to the classroom environment and routines, as well as reminders of behaviour expectations. Particular corrective consequences for a student are reasonable taking into consideration relevant circumstances, including: - If the student has a disability (including functional impact and related support needs) - An understanding of the impacts of trauma and how the school has responded to help students feel safe - The effect of the consequence on anyone else (such as fellow students). The school will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour.	Procedure for Responding to Behaviour That Does Not Meet Expectations Students receive a referral to Learning Reflection following 3 behaviour reminders in the classroom. The Learning Reflection includes adjustments for students with a disability or at risk. If a student refuses to follow adult instructions, a member of the executive is called. If the student continues to be non-compliant or unsafe, the student works in the administration building for a period of time or parents/carers are called to collect the student if deemed necessary. If contact is unable to be made the student will remain in the administration building until parents have responded. If a student receives 3 Learning Reflections within a term, families are notified and there is a meeting to discuss this. Prior to the meeting, teachers refer to the data to review the appropriate evidence-based Tier 2 Intervention for the skills required. The principles of natural justice and procedural fairness will apply, and any disciplinary processes are conducted in a fair, impartial, and transparent manner. Procedural Fairness - Responses to unacceptable behaviour are framed by the principles of procedural fairness, including the right to be heard, the right to respond and the proportionality of the consequence.
Early Intervention: Tier 2	
Tier 2 Process Students are moved to Tier 2 when they have been referred to Learning Reflection on four occasions in one term or one major.	Students are moved to Tier 2 when they have been referred to Learning Reflection on four occasions in one term or one major.

The school uses data to identify students who are not meeting expectations and seeks to understand the students' needs. The response will depend on the individual needs of the child, and may include; • Daily Check-in / Check-out with communication between home and school • Goal devised from Learning Reflections becomes the focus of behaviour reinforcement • Completion of Behaviour Observations in class if deemed relevant • One-on-one skills instruction, including creating social stories with TAs • Loss of privilege,s including missing time on Rewards Day	
Individualised Intervention: Tier 3	
Tier 3 Process Students access Tier 3 when they require individualised intervention. Successful outcomes for students whose behaviour has not responded to Tier 1 whole school supports or Tier 2 targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of Positive Behaviour Support. Personalised resources and supports may include: • Individual Behaviour Support Plan • Personal Safety Plan • School Counsellor support services • Pastoral Care Team case management - planning and implementation of individualised support plans and monitoring data. Collaborative planning takes place within the broader context of the student's level of need, considering the connection between learning and behaviour • Daily Communication process between home and school • Loss of privileges, including missing time on Rewards Day • Partnerships with outside Health/ Allied Health agencies and specialists • Suspension, Expulsion and Exclusion Policy	Students access Tier 3 when they require individualised intervention, when behaviour has not responded to Tier 1 whole school supports or Tier 2 targeted supports. Any form of unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to the police or other authorities, as appropriate such as, the Regional Assistant Director and Pastoral Care Officer.
Other	
Supporting DLCSL Resources The Mission of Jesus Christ Foundational Values: Catholic Education in the Diocese of Lismore Pastoral Care Policy Suspension, Expulsion and Exclusion Policy Student Anti-Bullying Prevention and Response Procedures Student Prohibited Weapons Procedures Responding to Concerns about Problematic Sexualised Behaviour of Children and Young People – Primary	When incidents occur that put students, staff or school community members in imminent danger, a member of the executive is contacted immediately. At this point in time parents/carers will be contacted immediately.

Staff record behaviour incidents on COMPASS, using appropriate and professional language. The process is outlined in the current year Staff Handbook and is reviewed regularly. The process is included as a component of the Induction of new staff.

Staff Professional Learning

The Whole School Approach to Behaviour is reviewed annually so that staff can individually and collectively enact the approach confidently.

The SAIP includes a focus on Pastoral Care each year. A component of the Whole School Approach to Behaviour is maintaining currency of Trauma Informed Practices and an understanding of AERO's How Students Learn Best.

Publication Details

These guidelines are reviewed within two (2) years of the date of issue.

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