

St Mary's Bowraville Whole School Behavioural Policy



Outlining Our School Community Behaviour Expectations

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Evaluation and Review: 2027

Policy Contact Officer: Principal

Related Documentation:

DLC SL Pastoral Care Guidelines, 2024

DLC SL Student Anti-Bullying Prevention and Response Procedures, 2024

DL SCL Suspension, Expulsion, and Exclusion Policy, 2021

DLC SL Whole School Approach to Behaviour Guidelines, 2025

DLC SL Developing Whole of School Approach to Behaviour Guideline Procedure, 2025

DLC SL Responding to Concerns about Problematic Sexualised Behavior of Children and Young People, 2022

St Mary's Primary School, Bowraville, encompasses the school values of Faith, Community, Kindness, Respect, and Resilience. Our school rules are included in these value statements.



The purpose of our school values is to ensure that our school is a calm, safe, welcoming, and predictable space for all of our students to learn and play.

Our behaviour policy is centred around our School values but also research including the Berry Street Educational Model and restorative conversations.

Our School Values and Expectations Are:

Faith: We believe Jesus guides how we think, act and treat others.

Community: We welcome all, and all belong.

Respect: We care for people, our land and ourselves.

Kindness: We speak with kind words and use kind actions just like Jesus did.

Resilience: We can do hard things and bounce back if things don't go our way

Purpose of the Guidelines

This policy provides a clear and concise description of our school's behaviour expectations and a step-by-step outline of the rewards and consequences of student behaviour within our school community. The behaviour expectations promote mutual respect within our school. They enable each student to learn in a safe, respectful, and encouraging environment.

The purpose of outlining these expectations and the rewards/consequences for behaviour is to ensure that all members of our school community (staff, students, and parents) are aware of the behaviours expected at St Mary's, to encourage students to become more positive participants in

our community, and accept responsibility for their own actions. These guidelines extend beyond the school gate to include:

1. At school
2. On the way to and from school
3. On school-endorsed activities that are off site
4. When using social media, mobile devices and/ or other technology involving another student or staff member, and
5. Where there is a clear and close connection between the school and student's behaviour.

If we are to effectively support our children in developing strong positive social behaviours, it is essential that the behavioural expectations are valued equally by our school staff and our parent community. In order to maintain consistency for our children, it is important that all parents support our procedures. Any concerns should always be discussed with the appropriate staff member.

In order to respect the dignity of each child, it is necessary for school staff to deal with matters of behaviour adjustment with strict confidentiality. Specific student names and details of consequences of any student will only be discussed with that particular student's parents or carers. All behavioural issues will be addressed fairly in accordance with this policy.

These guidelines will be implemented within the context of the terms and conditions of enrolment.

Evidence-Based Approach

At St Mary's Bowraville, our Behaviour Policy is founded on evidence-based approaches that foster a safe, supportive, and inclusive environment for all members of our school community. We implement the Berry Street Educational Model alongside trauma-informed practices and restorative conversations, ensuring that our strategies reflect current research and respond to the diverse needs of our students. Our approach prioritises the explicit teaching of expected behaviours, the development of positive relationships, and the promotion of respect, resilience, safety and belonging.

We recognise the importance of proactive and preventative measures, equipping students with the social, emotional, and behavioural skills they need to flourish. Data is regularly collected through Compass data such as behaviour incidents, staff observations, and wellbeing support requests, as well as the Tell Them From Me data. This is analysed to inform decision-making, track progress, and continually strengthen our practices. By embedding these frameworks, St Mary's Bowraville creates a culture where inclusivity and care underpin learning, and where all students are supported to thrive academically, socially, and emotionally.

Rights and Responsibilities

At St Mary's Bowraville, we recognise that clearly defined rights and responsibilities create the foundation for a safe and supportive learning community.

- **Students** have the right to learn in an environment that is safe, inclusive, and respectful, and the responsibility to engage positively, uphold our school values, and contribute to a culture

of care and belonging.

- **Staff** have the right to teach in a safe and supportive environment, and the responsibility to model expected behaviours, implement evidence-based strategies, and provide consistent guidance for students.
- **Leaders** have the right to guide the strategic direction of the school and the responsibility to ensure policies and practices are evidence-based, consistent, and supportive of staff and students.
- **Parents and carers** have the right to be welcomed as valued partners in their child's education, and the responsibility to support the school's expectations and reinforce positive behaviours at home.

These rights and responsibilities have been collaboratively developed with input from staff, students, and families, ensuring shared ownership and alignment with our school's values and vision. They will be reviewed regularly to ensure they remain responsive to the needs of our community and reflective of best practice.

Teaching and Reinforcing Expectations

We have clearly documented rights and responsibilities for both students and staff that outline the expected behaviours in every area of the school. These expectations reflect our shared values and provide a consistent framework to ensure safety, respect, and inclusivity across all settings. They are explicitly taught in classrooms and regularly reinforced at Assemblies throughout the year, where students are reminded of their role in upholding a positive and supportive school culture. By revisiting these expectations often, we ensure they remain relevant, understood, and consistently applied, helping every member of our community to flourish within a safe and respectful environment.

Active Supervision

Active supervision is a key component of our approach to behaviour.

In classrooms, teachers practise active supervision by moving around the learning space, scanning, and interacting with students to prevent common behaviour errors, while providing immediate, constructive feedback on both learning and behaviour.

Outside the classroom—whether in the playground, bus bay, at sports, on excursions, or during retreats—staff are vigilant, approachable, and consistent in monitoring student interactions. They intervene promptly and appropriately to maintain a safe, respectful, and inclusive environment.

Through active supervision, we create learning and play environments where students are supported to make positive choices and where issues are addressed quickly and fairly.

Behaviour Expectations

PLAYGROUND / EXTERNAL ACTIVITIES

FUNDAMENTAL BELIEFS	SUPPORTING STRATEGIES
1. That a well -planned, organised , and supervised playground / external activity will engage children and limit behavioural management needs.	● Playground / External Activities require effective planning and purposeful evaluation ● Provide a wide range of maintained equipment and 'play' possibilities (e.g., passive play, Adventure playground, designated fields for team sports, Lunch time Clubs, etc)
2. That children should feel safe, included and happy in playtime or out of class activities.	● Create, educate, and communicate clear and concise rules and expectations to ensure a safe and inclusive environment ● Educate and sustain programs/ strategies that build children's resilience and potential to recognise and respond to incidents of bullying
3 That the school Staff model and acknowledge all students' fair, inclusive, and considerate interaction with others.	● Staff continually give positive feedback to children involved in helping others ● Staff listen and follow up on reported incidents and relate to the Executive as required ● School staff are consistent in recording incidents on Compass to be followed up
4. That Behavioural Education and Management is a co-responsibility and is fostered through consistent practice. That clear 'Lines of Consequence' are understood and promoted throughout the whole community.	● Staff, students, and parents are well informed and have a common understanding of organisational practices, expectations, and consequences. ● Create regular opportunities for Staff to share pastoral concerns to gain common insights in managing changed or challenging behaviour/ circumstances through the school Triage process.

Playground Behavioural Care and Education
LINE OF CONSEQUENCE
LINE OF CONSEQUENCE EXPLANATIONS

1. Reminder and Redirection

- Running on cement
- Out of bounds
- Hat not on head
- Unintended rough play
- Inconsideration to others, property or the environment

2. Time Out

- Running on cement - multiple reminders
- Not following the handball rules
- Not following soccer/ touch rules
- Swearing - not directed at anyone

3. Yarning Time

- Swearing at another student or teacher
- Physical altercation
- Repeated hands-on with another student
- Repeated oppositional behavior and/ or disrespect to a staff member
- Intimidation of peers - bullying
- Placing self or others at risk - being unsafe, eg, leaving the school grounds
- Deliberate vandalism to property

Failure to complete Yarning Time as part of our school processes will result in non - acknowledgement of behaviour and loss of trust to attend/represent school events.

4. Suspension/Behaviour Management Meeting with Family

- Repeated bullying of another child
- Intimidation of peers and/or staff members
- Oppositional behaviour - multiple times
- Serious Physical altercation with another student
- Physical aggression shown towards a staff member

Reminder and Redirection: Simple reminders and prompts to children that emphasise cooperative behaviour.

Time Out: COLA - Silver Seat. Field - Under the tree

Yarning Time : **Students** will be collected after eating time to complete a “Yarning Sheet”, a restorative conversation, and ownership of behaviours. To be carried out by a member of the Leadership Team.

Behaviour Management Meeting: Is organised by the Principal in consultation with the Classroom Teacher, taking into account the gravity, continuation, or escalation of concerning behaviour. Parents/ carers are involved, and it may be necessary to include Assistants, Special Education Coordinator, or ‘Field Experts’. A plan is formulated in consultation with the student, parent and teacher.

Suspension from School: Initiated by the Principal or delegated other in negotiation with the Teacher and Parents. The suspension may take the form of in-school or out-of-school. The nature is determined by the Principal or delegated other in negotiation with the Teacher and Parents.

Expulsion From School: As per Diocesan Guidelines

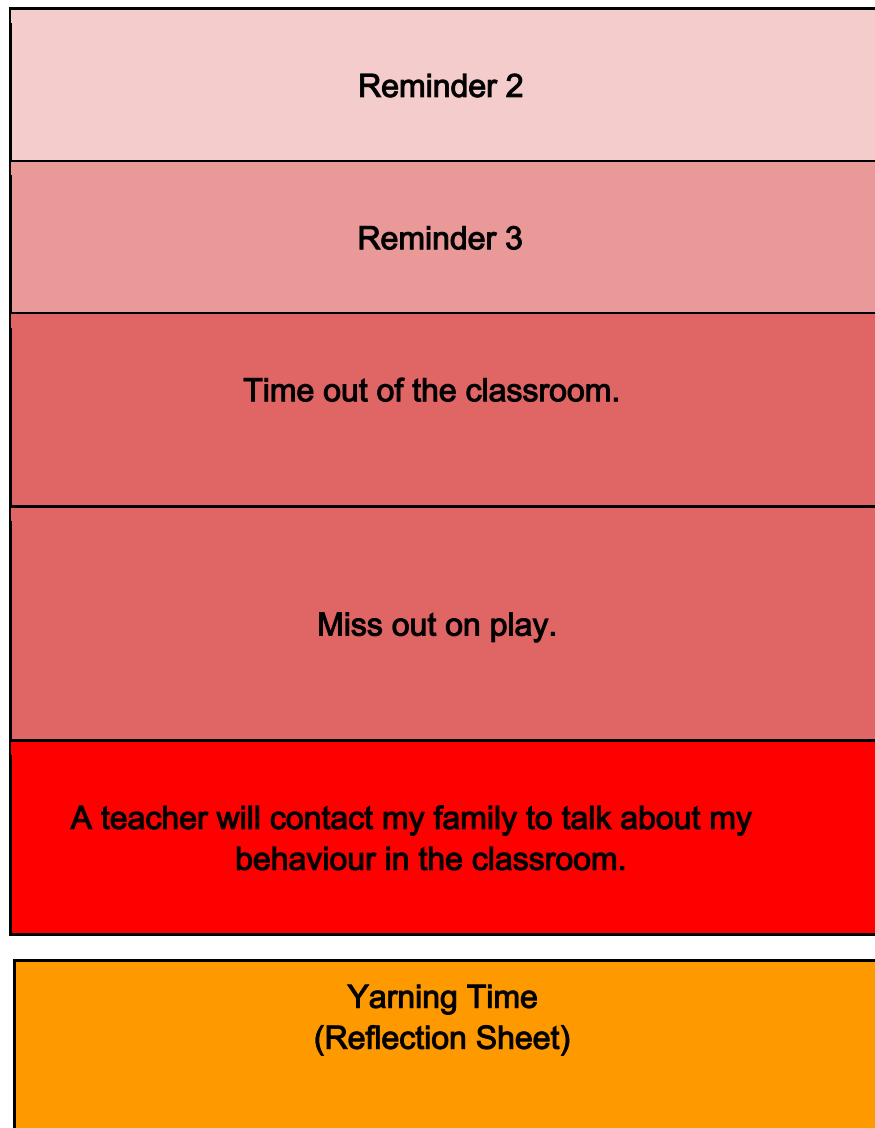
CLASSROOM ACTIVITIES

FUNDAMENTAL BELIEFS	SUPPORTING STRATEGIES
1. A well-organised and engaging teaching and learning environment limits behavioural management needs.	• To develop well-planned programs that cater for differentiation and diverse learning styles • To maintain clear and concise planning and procedures for ‘relief teachers.’

2. That a positive teaching and learning environment is the most powerful tool in promoting positive behaviour.	To create an environment that: • Is safe, secure, and friendly • Promotes effective learning, maximising the use of alternative learning structures, movement and nutrition breaks, student-centred learning, new technologies, and support personnel • Is characterised by positive reinforcement and constructive feedback • Fosters personal relationships and caters to individual's needs • Has clear and well-communicated expectations/ roles and a line of consequence - <i>Classroom Behavioral Flow Chart</i>.
3 That Behaviour Management is a co-responsibility and is fostered through consistent practice	• Staff, students and parents are well educated about the Whole School Approach to Behaviour policy. • The Policy and processes will be reviewed and adjusted to accommodate change or effectiveness • Regular opportunity at Staff meetings will allow sharing of pastoral concerns to gain consistent responses from staff for challenging circumstances

Classroom Behavioural Care and Education

The teacher will contact my family to tell them what a great learner I was today.
I am doing a great job.
I am doing a good job.
I am ready to learn.
Reminder 1



The above flow chart is used in classrooms consistently to manage class behaviour

Promoting Positive Behaviour

The St Mary's Bowraville Behaviour Policy is underpinned by our school values of Faith, Community, Kindness, Respect, and Resilience, which guide all interactions and decisions within our learning environment. These values shape the way we learn, teach, and relate to one another, ensuring that every member of our community feels safe, valued, and supported.

- Faith – We believe that Jesus guides us in how we think, act, and treat others.
- Community – We welcome all and ensure everyone belongs.
- Kindness – We speak kind words and use kind actions, just like Jesus did.
- Respect – We care for people, our land, and ourselves.
- Resilience – We can do hard things and bounce back when things don't go our way.

Partnership with parents and carers

We believe that strong partnerships between the school and families are key to supporting student development and implementing student behaviour management strategies, including for bullying behaviour. Our processes for working with parents and carers include:

- Regular communication through newsletters, emails, phone/ sms and meetings
- Clear reporting procedures for behavior incidents
- Parent engagement in the development of our School Values and value statements
- Collaboration in positive reinforcement initiatives and student recognition
- Using concerns raised through complaints procedures to review school systems, data and practices.

Our values are consistently shared and celebrated with our parent community through our *Barmarrany Girrwa* (Family Group) and regular newsletters, strengthening the partnership between home and school. By embedding these values into our Behaviour Policy, we nurture a culture where positive relationships, high expectations, and a commitment to wellbeing create the foundation for every student to flourish.

Our expected behaviours are explicitly taught in classrooms and during Assemblies. Our expectations are rewarded through Values postcards, used to encourage and promote students living our values.

Procedure for Responding to Behaviour that does not meet expectations

All students are expected to follow our school values and expectations. If these are breached, consequences will be applied and may be changed on a case by case basis, as chosen by the Principal or delegate.

Compass Record Keeping

Schools use a student management system called Compass and are required to maintain detailed records of student behaviour, both positive and negative. The primary goal is to create a holistic view of each student's progress and well-being. This record-keeping system allows teachers and administrators to:

- Track Patterns: Analyse trends in behaviour over time to identify issues early and provide proactive support.
- Ensure Consistency: Implement a consistent and staged response to behaviours across the entire school.
- Inform Decisions: Use data to make informed decisions about student interventions, support plans, and disciplinary actions.
- Improve Communication: Keep parents and carers informed about their child's progress, which includes achievements and challenges.
- All well-being requests, as well as minor and major behaviour incidents are all recorded.

Minor and Major Behaviours

The following table is to be used as a guide. If unsure - seek clarification from the Principal or Assistant Principal.

Minor Behaviour	Major Behaviours
• Rough play • Being disrespectful • Back chatting • Inappropriate use of language • Refusing to cooperate • Misuse of school, others or own property • Disobedience • Any other deemed equivalent behavior • Not engaging with learning tasks • Leaving the classroom without asking	• Unsafe to self or others • Leaving school grounds • Leaving the classroom - not in a plan • Physical aggression to another student or staff member • Aggressive language • Destroying school property • Consistently ignoring teacher instructions (non compliance) • Major harassment • Intimidation (ongoing) • Severe inappropriate language • Stolen or deliberately damaged the property of others • Continually back chatted and challenged a teacher's/ or other adult's requests. • Continually demonstrated unco-operative behaviour

When assessing whether a corrective consequence for a student is reasonable, St Mary's Bowraville ensures that decision-makers take into account all relevant circumstances.

This includes:

- considering whether the student has a disability and the functional impact or related support needs that may affect their behaviour and learning
- recognising the impacts of trauma and ensuring the school's response has supported the student to feel safe
- understanding the potential effect of the consequence on others, such as fellow students.

All disciplinary processes at St Mary's are underpinned by the principles of **natural justice and procedural fairness**, ensuring that decisions are made in a manner that is fair, impartial, and transparent. Responses to unacceptable behaviour include the right to be heard, the right to respond and the proportionality of the consequence.

Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. St Mary's does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.

St Mary's Leadership Team 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.

St Mary's Principal or delegate will seek advice from DLCS staff when responding to and considering support for students with complex and/ or at-risk behaviour.

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.

School Expectations for Record Keeping and Monitoring

All behaviour incidents (both major and minor) need to be recorded on Compass before the end of the day on which they occur. Any major behavioural incidents should be reported to the Principal or Assistant Principal as soon as possible.

Compass behaviour data is drawn on when Behaviour Meetings are held with parents to analyse any patterns in a child's behaviour (eg, time of the day, frequency, etc).

Staff are provided with training opportunities to access and use Compass to ensure Compass notes are of a high standard.

Staff Professional Learning

At St Mary's, we are committed to ensuring that all staff are equipped with the knowledge, skills, and shared language necessary to consistently enact our Whole School Approach to Behaviour. Ongoing professional learning will be embedded into our annual professional learning planning cycle through a combination of whole-staff workshops, staff meeting sessions, and regular opportunities for reflection and practice-sharing.

Professional development will focus on building a deep understanding of the underpinning framework, evidence-informed strategies, trauma-aware practices, and culturally responsive approaches. A key component of this will include continued training in the Berry Street Education Model, supporting staff to understand and respond to the impacts of trauma and to build student engagement through predictable, relationship-based practice.

In addition, staff will participate in restorative practices training to strengthen their capacity to repair relationships, build accountability, and foster a positive, respectful school culture. Staff will also engage in collaborative analysis of behaviour data to inform decision-making and adapt strategies to meet student needs. Through coaching, peer observations, and ongoing dialogue, we aim to create a cohesive and confident team who can individually and collectively uphold consistent, proactive, and supportive behaviour practices across all learning environments.