

BEHAVIOUR MANAGEMENT FRAMEWORK



ST JOSEPH'S
CATHOLIC SCHOOL
CLONCURRY

GUIDED BY GOD'S SPIRIT

Rationale

At St Joseph's Catholic School, our approach to behaviour and student engagement is deeply grounded in our Catholic identity and Josephite charism. *Guided by God's Spirit*, we believe that every person is created in the image and likeness of God and therefore possesses inherent dignity and worth. This belief shapes the way we nurture relationships, respond to behaviour, and foster a community where all are welcomed, valued, and supported to flourish.

Following the example of St Mary MacKillop and the Josephite tradition—inspired by the Sacred Heart of Jesus—we are committed to creating a learning environment that is inclusive, compassionate, and responsive to the needs of all. The Sacred Heart calls for inward reflection and a desire for outward actions of compassion. Saint John Paul II calls this “building a civilisation of love.”

Our school recognises that behaviour is a form of communication and that students require explicit teaching, consistent support, and high-expectation relationships to grow socially, emotionally, spiritually, and academically in order to contribute to this civilisation of love.

Our framework for behaviour support is underpinned by **restorative practices** and the **Multi-Tiered Systems of Support (MTSS)**. This ensures a proactive, structured, and evidence-informed approach that prioritises:

- the development of positive relationships,
- the explicit teaching of expected behaviours,
- early intervention and support,
- and the restoration of relationships when harm occurs.

Central to this approach are our school values of **Love, Serve, Lead**, and **Strive**, which provide both the foundation and the language for expected behaviours across all aspects of school life.

- **Love** calls us to recognise the dignity of each person and to act with kindness, compassion, forgiveness, patience, empathy, and respect.
- **Serve** invites us to use our gifts for the good of others, demonstrating generosity, humility, responsibility, and care for our community.
- **Lead** challenges us to respond to the needs around us with courage, integrity, initiative, responsibility, and a commitment to justice.
- **Strive** encourages us to grow continually, showing perseverance, resilience, excellence, self-discipline, and hope.

Through these values, we explicitly teach and model the behaviours necessary for students to become active, responsible, and faith-filled members of our community.

We hold high expectations for all students. We expect that students will:

- treat others with dignity and respect,
- contribute positively to a safe and inclusive environment,
- take responsibility for their actions and learning,
- reflect and seek to repair relationships,
- and strive to be their best in all aspects of school life.

At St Joseph's, behaviour support is not simply about managing actions but about forming the whole person. It is a shared responsibility between staff, students, and families, built on mutual respect, clear expectations, and a commitment to growth. In this way, we nurture life-long learners who are guided by God's Spirit and equipped to make a positive difference in the world.

Student Behaviour Flow Chart

Level 1 - Teacher Managed Behaviour Low-level behaviours that disrupt learning, routines or relationships	
Step 1: Teacher Intervention	Teacher responses may include: • ESCM strategies • Reminder/reteach expectation • Classroom warning
Step 2: Teacher/Student Intervention	Teacher responses may include: • Restorative conversation • Reminder of expected behaviours • Buddy Class • Negotiated consequence • Opportunity to make positive choices
Step 3: Create Record	Compass chronicle incident report (Level 1)
Step 4: Teacher to contact Parents/Carers	Email/phone parents/carers

Student returns to expectation

NO

Level 2 - Leadership Supported Repeated or moderate behaviours impacting learning, wellbeing or relationships <i>Students may move directly to this level depending on the intensity, frequency, duration, intent or impact of behaviour.</i>	
Step 1: Refer to SLT or Pastoral Middle Leader	Responses may include: • Restorative meeting • Detention/reflection • Parent meeting • Internal suspension
Step 2: Implement appropriate strategies to support the student.	• Behaviour monitoring (behaviour book) • Targeted support (tier 2/tier 3 intervention) • Safety/support plan • Risk assessment
Step 3: Create record and monitor	Compass chronicle incident report (Level 2)
Step 4: Contact Parents/Carers	Email/phone parents/carers

Student returns to expectation

NO

Level 3 - Leadership Managed Serious behaviours impacting safety or wellbeing <i>Students may move directly to this level depending on the intensity, frequency, duration, intent or impact of behaviour.</i>	
Step 1: Immediate SLT/Pastoral Leader intervention	Responses may include: • Removal from class • Internal/external suspension
Step 2: Create Record	Compass chronicle incident report (Level 3)
Step 3: Contact Parents/Carers	Parent/Student meeting
Step 4: Implement appropriate strategies to support the student.	• Safety/support plan • Risk assessment • Tier 3 intervention (external agency involvement)

Level 1 - Teacher Managed Behaviour

Low-level behaviours that disrupt learning, routines or relationships

Student behaviour occurs

Step 1: Teacher Redirection

Teacher Responses

- ESCM strategies
- Reteach/remind expectations
- Regulation support/check-ins
- Positive reinforcement

Step 2: Classroom warning

Teacher Responses

- Classroom warning system
- Restorative conversation
- Reflection opportunity
- Reminder of expected behaviour
- Opportunity to make positive choices

Step 3: Classroom Response

Possible Responses

- Choice given
- Time-out within classroom
- Buddy class
- Seating plan adjustment
- Lunchtime reflection
- Restoration/apology
- Compass chronicle
- Parent/carer contact

Student displays an expected standard of behaviour

Or

Behaviour escalates → Leadership support

Student Matrix

	Classroom	Before & After School	At Lunchtimes	Around the School (Transitions)	Gatherings	(During) Incursions and Excursion
Love	• Speak kindly and respectfully to others • Respect difference and include others • Show empathy, patience and forgiveness • Follow classroom expectations respectfully	• Respect others' personal space • Use kind words and actions • Wait patiently for teachers and follow instructions	• Use kind and respectful words • Respect personal space • Include others in activities • Share fairly and take turns • Show patience and understanding	• Greet others politely • Use respectful words and actions • Treat peers, staff and visitors with dignity and kindness	• Respect the significance of the gathering • Participate respectfully • Join in appropriately through singing, prayer and responses • Respect our Catholic Identity through active participation	• Encourage and support others • Use positive language • Show patience and sportsmanship • Welcome and include others • Manage emotions respectfully
Serve	• Keep shared spaces tidy • Look after equipment and resources • Complete classroom responsibilities • Help others when needed • Be generous with time	• Clean up after yourself • Put equipment away properly • Care for shared spaces and the environment	• Put rubbish in the bins • Respect the environment • Keep eating areas tidy • Care for shared equipment • Help and include others	• Help others when needed • Respect communal spaces • Care for the environment and Country • Keep shared areas clean and tidy	• Enter and exit respectfully • Listen considerably • Help keep the space tidy • Participate in ways that support the community	• Respect the venue and surroundings • Care for equipment and facilities • Respect the environment and Country • Represent the school positively
Lead	• Set a positive example for others • Act with integrity and responsibility • Encourage others to make positive choices • Lead by example through words and actions • Speak up respectfully when something is unfair or unsafe	• Make safe and responsible choices • Follow road and safety rules • Take initiative when helping others • Remind others of expectations respectfully	• Include others fairly in games and activities • Take responsibility for equipment and shared spaces • Show courage to stand up for others respectfully • Organise and participate fairly in activities	• Move responsibility and safely during transitions • Follow routines independently • Respect the school environment and communal spaces • Return promptly and responsibly to class	• Participate actively and respectfully • Represent the school positively through your actions • Show integrity and self-control	• Listen respectfully to all staff and visitors • Show pride in yourself and your uniform • Take initiative to help others when needed • Represent the school positively
Strive	• Have a go, even when learning is challenging • Persevere and try your best • Stay focused and ready to learn • Show self-discipline during learning tasks. • Learn from mistakes and keep trying	• Arrive prepared and ready to learn • Be punctual and organised • Use time wisely • Show pride in your efforts and actions	• Demonstrate resilience when challenges arise • Encourage others positively • Continue trying when activities are difficult • Show courage to do the right thing	• Move calmly and purposefully between spaces • Follow instructions promptly • Return to class ready to learn • Strive to make positive choices	• Participate with effort and reverence • Represent the school with pride • Strive for excellence in behaviour and participation	• Try new experiences with confidence • Speak clearly and respectfully • Represent the school proudly • Welcome visitors positively

Please note that behaviours listed below are examples and are not exhaustive. All decisions and consequences are at the discretion of the school leadership team. Behaviour levels may be determined based on the intensity, frequency, duration, intent or impact of the behaviour. Each student will be managed on a case-by-case basis, taking into account their individual circumstances and needs. This includes factors such as disability, wellbeing concerns, cultural background, family circumstances etc.

LEVEL 0				
Description	Behaviours	Supports/Intervention	Possible responses	Pathway
- Consistent modelling of positive behaviour, in line with our school values - Following instructions and school rules consistently	Positive Behaviours - See the student matrix for these behaviours	- Behaviour Matrix (framework) lessons - SEL lessons - Classroom routines - Visual supports - Differentiation and engagement strategies	- Positive acknowledgement - Praise notes - Restorative conversations - Positive phone call/email - Classroom reward system	- Complete physical praise note and/or - Compass Praise Note

LEVEL 1 - Minor Behaviours

Description	Behaviours	Supports/Intervention	Possible Responses	Pathway
- Concerns about student behaviour inside and/or outside of the class - Minor breaches of expected behaviours	- Off-task or low-level disruptive behaviour - Calling out, interrupting or disrupting learning - Uniform or appearances violations - Inappropriate use of spaces or equipment - Minor misuse of devices or materials - Minor refusal or failure to follow instructions - Low-level inappropriate language or verbal conflict - Minor disrespect towards others - Dishonesty/Lying - Possession of non-school or banned items - Rough play, accidental hands-on or invading personal space - Acting as a bystander to the inappropriate behaviour (<i>the standard you walk by is the standard you accept</i>) - Initial bullying behaviour - Other minor behaviour concerns	- Proximity - Redirection - Reminder of expectations - Classroom management systems - ESCMs - Regulation break/check in - Reteaching behaviour - Teacher check-in - Seating plan adjustment - Restorative conversation - Restorative action plan/repair of harm	- Warning/reminder - Restorative conversation - Apology/restoration of harm - Temporary restriction from preferred activity - Buddy class/time out - Parent contact - Lunchtime detention	- Compass entry - Managed by classroom teachers and supported by whole-school systems - PL/IPT/SLT support if behaviour become repeated or escalates

Please note: being sent to buddy class on three separate occasions will result in lunchtime detention

LEVEL 2 - Moderate Behaviours				
Description	Behaviours	Supports/Intervention	Possible Responses	Pathway
• Ongoing or escalated behaviour concerns and no improvement from Level 1 (yellow) • Increased intensity and/or moderate breach of expected behaviours	• Repeated level 1 behaviours • Persistent disruption to teaching and learning • Continued inappropriate behaviour despite interventions • Ongoing refusal or non-compliance • Repeated disrespect, backchatting or verbal conflict towards peers or staff • Dishonesty, plagiarism or academic misconduct • Repeated misuse of devices or technology • Truancy or leaving class without permission • Misuse of property or minor vandalism • Intentional inappropriate or abusive language • Theft/stealing • Repeated, intentional or unsafe hands-on behaviour • Bullying, intimidation or deliberate exclusion of others • Other moderate behaviour concerns	• Restorative conversations • Parent contact/meeting • PL/IPT/SLT support • Regulation/co-regulation support • Mediation • Check in/check out system • Behaviour monitoring book • Targeted social emotional support • Student goal setting/reflection	• Parent contact • PL/IPT/SLT involvement • Temporary restriction from preferred activity • Multiple lunchtime detentions • Internal suspension	• Managed collaboratively by teacher and PL/IPT/SLT • May involve targeted supports or behaviour monitoring

Please note: after completing a lunchtime detention on three separate occasions for similar incidents will result in an internal suspension

LEVEL 3 - Major Behaviours

Description	Behaviours	Supports/Intervention	Possible Responses	Pathway
• Serious and major breach of expected behaviours • Level 1 and 2 Supports and Responses have proven ineffective	• Repeated Level 1 and/or Level 2 behaviours despite interventions • Offensive, abusive or threatening language • Swearing directly at staff • Major truancy or absconding from supervision • Severe or ongoing bullying, cyberbullying or serious online misconduct • Physical threats or intimidation • Aggressive behaviour towards staff or students • Physical aggression, fighting or violence • Unsafe behaviour that places self or others at risk • Serious misuse of property, substances or technology • Serious unsafe, illegal or harmful behaviour • Other major behaviour concerns	• Immediate leadership support • Stakeholders meeting including parents • Wellbeing support • Regulation/co-regulation support • Safety planning • Risk assessment • Reintegration meeting • Student reflection and goal setting • Individual behaviour support plan • External agency support	• Leadership-managed consequences • Internal suspension • External suspension	• SLT managed • Individualised support and intervention required • May involve external agencies

Please note: that enrolment termination may occur if Level 3 behaviours persist.

A Josephite Approach to Restorative Conversations

	Goal:	Key Practices:
Welcome & Set the Tone (LOVE)	Establish safety, dignity, and connection • “I’m glad we can talk this through together.” • “This is a space where we listen and work things out.”	• Calm tone, non-threatening posture • Use the student’s name • Affirm their dignity (separate person from behaviour)
Listen to the Story (SERVE)	Understand what happened and why • “Can you tell me what happened?” • “What were you thinking or feeling at the time?” • “What was going on for you before this happened?”	• Listen without interrupting • Be curious, not accusatory • Acknowledge emotions (Behaviour is communication—seek the need beneath it.) Function of behaviour: - To gain/access OR to avoid/escape
Name the Harm (LEAD)	Build responsibility and moral awareness • “Who has been affected by what happened?” • “How do you think they feel?” • “What impact has this had on our class/community?”	• Guide, don’t shame • Encourage empathy • Connect to school values (Love, Serve, Lead, Strive)
Restore & Make Things Right (LEAD + SERVE)	Repair relationships and rebuild trust • “What do you think needs to happen to make this right?” • “How can you fix the harm caused?” • “What could you do differently next time?”	Possible Actions: • Genuine apology (verbal or written) • Restorative action (helping, repairing, giving back) • Rebuilding trust with a peer or teacher (Justice is not punishment—it is restoration.)
Recommit & Move Forward (STRIVE)	Reinforce growth, hope, and future success • “What will you do next time in a similar situation?” • “What support do you need to make a better choice?” • “I believe you can do this.”	• Affirm effort and capacity for change • Offer support strategies • End positively