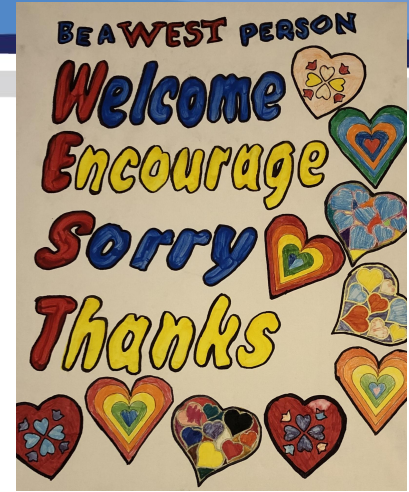


St Joseph's Behaviour Support Plan





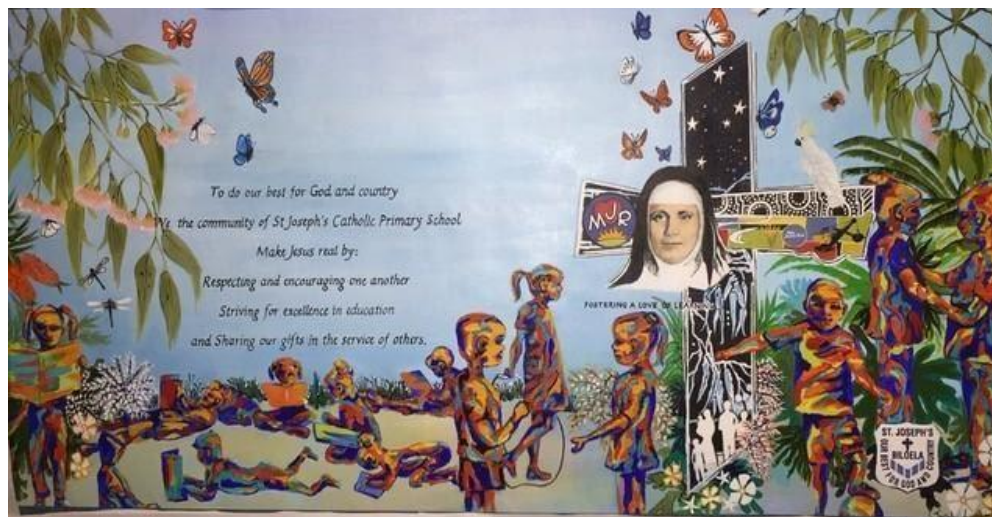
St Joseph's School, as a community, models itself on Jesus Christ. We endeavour to foster a love of learning and Make Jesus Real (MJR) by striving to be WEST people – Welcoming, Encouraging, saying Sorry and Thanks. The school embeds a Virtues Program which is closely related to MJR.



The Sisters of Mercy and the virtues demonstrated by Catherine McAuley such as compassion, respect, unity, faith and service are important to our Catholic Identity.



Mission Statement

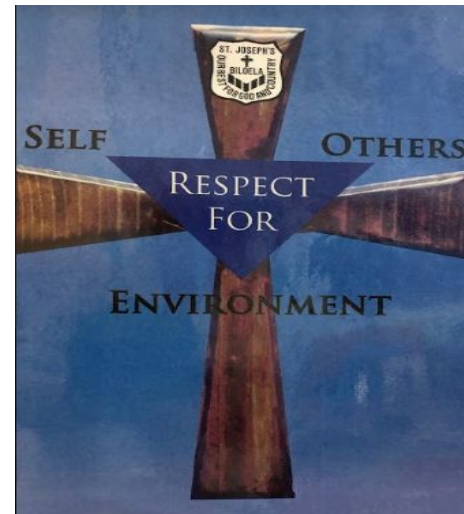




To do our best for God and country,
We, the community of St Joseph's Catholic School
Make Jesus real by:

Respecting and encouraging one another
Striving for excellence in education
and sharing our gifts in the service of others.

At St Joseph's Catholic Primary School, we believe students are responsible for their own actions and students can expect to learn in a safe environment. The school has three overarching rules to provide a safe environment – **Respect Yourself, Respect Others and Respect the Environment.**





Classroom behaviour

At St Joseph's, teachers have behaviour expectations clearly visible in their classrooms. These expectations are created collaboratively with students at the beginning of the school year. Teachers refer to behaviour and learning expectations during teaching and learning in the classroom.

The school also has a whole school behaviour policy used in all classrooms, based on the 1-2-3 Magic approach. This approach is also closely related to Restorative Practices.





Each class uses the traffic light system, which resets after each session of the school day.

1. A **green** light is only used **after** a rule reminder (school or classroom rule) and a chance to think and reflect about unexpected behaviour.
2. The **yellow** light is a second warning if the unexpected behaviour continues.
3. The student completes a restorative reflection sheet, which relates to the Restorative Practices questions. After completing the reflection sheet, the student meets with the teacher to discuss what happened, who was affected and how to fix the problem.
4. A **red** light is the final warning and the student is sent to the office.
5. At times, students will go straight to a red light and sent to the office for verbal or physical abuse, bullying, dangerous behaviour, intentional destruction of property and Theft.

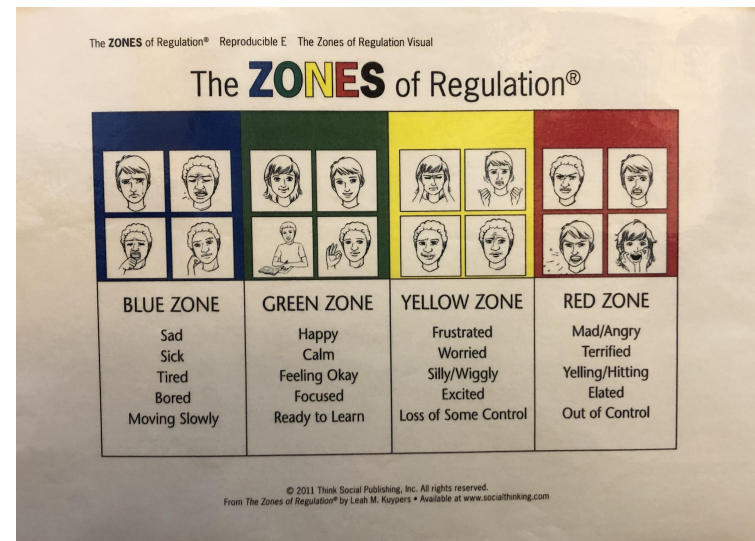
Parents are notified of red light behaviour.





A process of restorative justice is widely used by the Leadership Team and all staff, as we believe in building partnerships and strong relationships between staff, students and parents. We strive to have an empathetic and differentiated behaviour management response towards students who have suffered complex trauma or who need individual behaviour plans. We feel empowered to explore other options of behaviour support rather than using suspension and exclusion.

All teaching staff, students and Teacher Assistants have been introduced to the Zones of Regulation which is a framework that provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to solve conflicts.





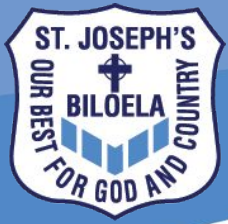
Restorative Practices

“The wellbeing and learning outcomes of young people are enhanced when they feel connected to others and experience safe, trusting relationships.” (Education Council, 2018)



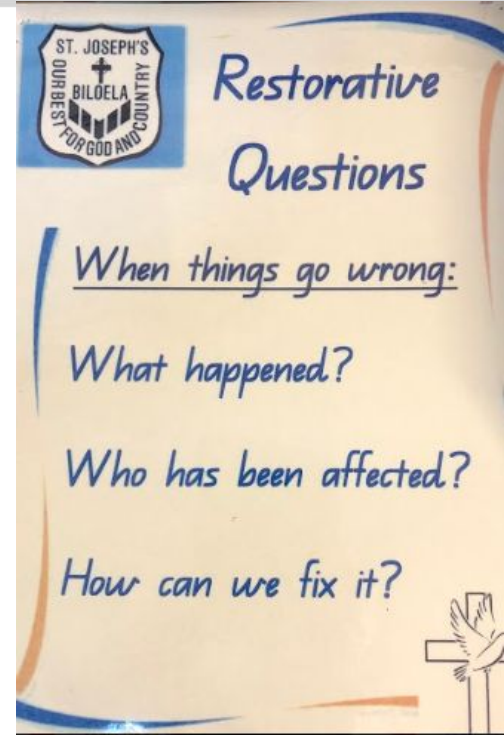
At St Joseph's we promote and encourage healthy relationships between all stakeholders. Through a restorative approach we believe that we can best facilitate the well-being of all students in our community.

This approach to conflict resolution promotes resilience in both the one harmed and in the one who causes harm. It also fosters awareness in the student of how others have been affected by their actions.



How teachers know they are being restorative.

- They teach WITH the students not just TO them.
- They use an explicit restorative approach to deal with problems.
- They use language that focuses on the effects of behaviours and repairing relationships, not on deciding what or who is right or wrong.
- When children have caused harm, they have the opportunity to tell their side of the story and are expected to talk about fixing the problem with those who are hurt.
- When students are hurt or offended, they have the opportunity to express that and do not avoid or deny how they feel and what they need.
- When issues arise in the classroom or playground, teachers ask these three questions:



Implementation

- Restorative Practices is implemented as a whole school approach to the building of positive relationships in our school community.
- The Restorative Practices approach is communicated to all members of our community annually.
- All parents seeking enrolment at St Joseph's are informed about the Restorative Practices approach and a commitment sought to support this approach.
- Staff are involved in regular professional development to ensure consistency in practice and language.
- Clear expectations and protocols are communicated to staff and students and revisited regularly.
- Student Peer Mediators (playground buddies in Year 6) receive initial and ongoing training in using a restorative approach and associated language to support playground situations.



All members of the St Joseph's school community are committed to engaging in a Restorative Practices approach to behaviour to enhance learning and relationship building.

We work closely with CEDR (Catholic Education - Diocese of Rockhampton) to implement the Student Mental Health and Wellbeing Framework, which is strongly grounded in Catholic Christian beliefs and values.



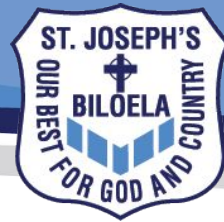
Like CEDR, St Joseph's promotes a whole school approach to mental health and wellbeing that supports the safety of all students. Mental Health and Wellbeing is defined as 'a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community'. (WHO, 2014).



CEDR prioritises schools working together with students, families and their communities to:

- support health and wellbeing
- build an inclusive, safe and connected school culture
- empower authentic student participation
- improve educational outcomes of students.

<https://sites.google.com/rok.catholic.edu.au/ceowellbeing2020/home>



Reflection Material

<https://bullyingnoway.gov.au/>

<http://web.spgwww.catholic.edu.au/documents/policies/restorativejusticeresearch.pdf>

<https://www.restorativepractices.org.au/> (RP Australia)

<http://www.rpforschools.net/contact-us.html> (Graeme George)

Restorative Practices in Classrooms : Rethinking Behaviour Management By (author) Margaret Thorsborne , By (author) David Vinegrad

“Young people are not meant to become discouraged; they are meant to dream great things, to seek vast horizons, to aim higher, to take on the world, to accept challenges and to offer the best of themselves to the building of something better. That is why I constantly urge young people not to let themselves be robbed of hope.” (Pope Francis, 2019)