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STUDENT BEHAVIOUR PROCEDURES

Purpose

At Good Shepherd Catholic School, we believe every child has the right to feel safe, respected, and ready to learn. Our Student Behaviour Procedures supports students in making positive choices, building strong relationships, and contributing to a calm, caring, and productive learning environment.
This procedure outlines how we support helpful behaviour and how we respond when behaviour becomes unhelpful, using a consistent, fair, and restorative approach.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

Scope

All students attending Good Shepherd Catholic School are required to abide by these guidelines as a condition of attendance at Good Shepherd Catholic School.

Guiding Principles

Our Student Behaviour Procedures is grounded in the values of Good Shepherd Catholic School:

- **Respect** – We treat ourselves, others, property, and the environment with care and dignity.
- **Community** – We work in partnership with families to support each child's growth.
- **Diversity** – We value and celebrate the unique gifts, backgrounds, and abilities of every student.
- **Excellence** – We strive to do our best and support students in achieving their personal best.

These values guide how we support positive behaviour, respond to unhelpful behaviour, and restore relationships within our school community.

Together, we create a school where students feel safe, respected, and ready to learn, where:

- Every child is valued
- Every child can learn and grow
- Every child deserves a fresh start
- Relationships are central to learning
- We respond with fairness, consistency, and compassion

Student Code of Conduct

Guidelines

Teacher Best Practice

To maintain consistency and support positive behaviour:

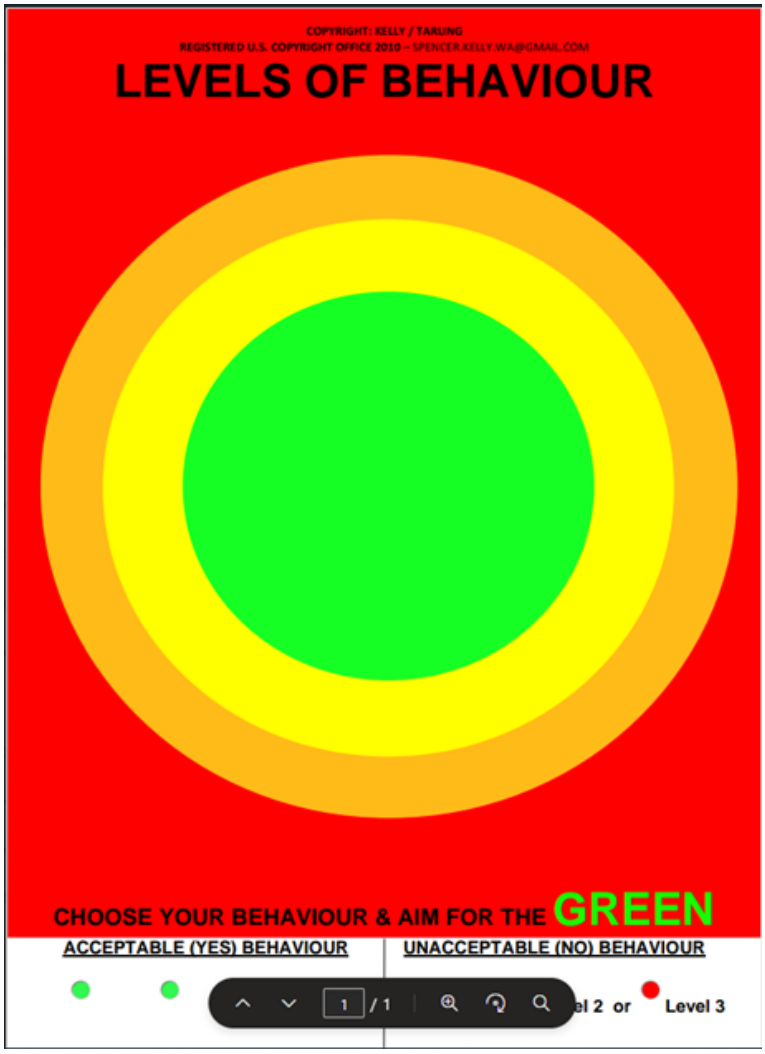
- Daily reminder of the school purpose statement
- Regular reference to the Levels of Behaviour
- Daily reminder of class expectations
- Communication of behaviour concerns during specialist handover
- Use of proactive strategies to prevent escalation

Levels of Behaviour

Our whole school approach to consistent behaviour extends throughout all grades from Kindy to Year 6, utilising the Level of Behaviour Framework.

Levels of Behaviour Framework Components

1. CLASS PURPOSE - Having class members create their PURPOSE which can assist the students achieve the goals of engagement.
2. LEVELS OF BEHAVIOUR CHART which defines observable behaviours and where it fits into an overall "visual map of behaviour for common shared understandings".
3. RESPONSE PLAN that defines and makes explicit decision-making pathways and likely outcomes and expected actions.



🟢 Helpful Behaviour

We encourage and celebrate positive behaviour through:

Class Reward Systems, for example

- Dojos
- Stickers
- Faction points
- Class-based incentives

Positive Affirmation

- Verbal praise
- Acknowledging effort and improvement
- Highlighting positive role models

These strategies help students feel valued and motivated to contribute positively to our school community.

Responding to Unhelpful Behaviour

Unhelpful behaviour is addressed using a tiered approach. Responses are not strictly sequential; teachers use their professional judgement to choose the most appropriate action based on the behaviour and the individual child.

🟡 Minor Unhelpful Behaviour

Examples may include:

Calling out	Not following simple classroom routines
Talking to peers during teacher instruction	Messing with equipment or stationery
Mild off task behaviour	Ignoring a first instruction
Not starting work promptly	Minor silliness or joking at inappropriate times
Interrupting a peer	Rolling eyes or sighing when redirected
Making noises that distract others	Not listening during group discussions
Leaving seat without permission	Low level wandering around the room

Teacher Responses

- Calm conversation with the child
- Reminder to refer to the behaviour chart
- Use of body language, gestures, or proximity
- Whole-class reminders
- Modelling or practising expected behaviour
- Highlighting positive on-task behaviour
- Teacher check-in (e.g., Does the child need a break? A task change? A different space?)
- Anecdotal note (no formal recording required for one-off minor incidents)

If behaviour continues, the child is reminded they are moving toward Moderate Unhelpful Behaviour.

Moderate Unhelpful Behaviour

Examples may include:

Repeated Yellow behaviour	Teasing or name calling
Repeated minor disruptions despite reminders	Repeated misuse of playground rules
Disrespectful tone or language towards others	Inappropriate physical contact such as pushing
Leaving the classroom without permission	Behaviour causing distress to peers
Arguing with teachers or peers	Damage to minor property or equipment
Intentionally distracting or annoying others	Refusal to follow teacher instructions
Inappropriate use of technology	Taking other students' belongings without permission

Teacher Responses

- Parents notified by the class teacher
- Repositioning within the classroom
- Time on the bench
- Recorded on SEQTA

Teachers contact parents using their usual communication method (phone call, SeeSaw, SEQTA message).

Severe Unhelpful Behaviour

Examples may include:

Repeated Orange behaviour	Physical aggression towards students
Threatening behaviour or gestures	Repeated severe behaviours despite prior interventions
Serious verbal abuse or intimidation	Serious defiance or refusal to comply with adult direction
Intentional damage to school property	Leaving school grounds without permission
Endangering the safety of others	Serious misuse of technology including threats
Deliberately harming another student	Bringing prohibited items to school
Emotional intimidation of peers	Behaviour that undermines the safety or wellbeing of others
Theft or vandalism	Use of inappropriate, racist or discriminatory language

School Responses

- Teacher calls the office for support
- Student spoken to by the Assistant Principal
- Student works in the office
- Parents/guardians contacted
- Appropriate consequences applied
    - Consequences may include exclusion from class, detention, in school suspension, out of school suspension
    - Expulsion – Principal consultation with the Executive Director of CEWA
- Principal intervention as required
- Behaviour Plan or Contract developed
- All details recorded on SEQTA

  Staff will make informed professional decisions based on each child's individual needs and will adjust their response according to the specific incident.

Repair, Restore, and Reconnect

After moderate or severe unhelpful behaviour, or repeated minor behaviour, a restorative conversation is used to support students to reflect, repair harm, and move forward positively. This approach reinforces responsibility, empathy, and growth, and ensures consistency across all staff.

The following **restorative questions** guide these conversations:

What happened?
Students describe the incident factually from their perspective.

What were you thinking at the time?
Students reflect on thoughts and feelings that influenced their actions.

Who has been affected?
Students identify how their behaviour impacted others and the learning environment.

How can we repair the harm?
Students take responsibility by apologising, restoring relationships, or making practical amends.

What will you do next time?
Students identify strategies and supports to help make better choices in the future.

Once restoration has occurred, students are welcomed back to learning with a fresh start. Staff reinforce positive behaviour and support ongoing improvement.

Leadership assists with the restorative process and checks that the classroom teacher is comfortable with the student's return.