



**St Paul's
School**

Student Behaviour *Framework*

**Guiding Expectations and Supportive Practices for Positive
Behaviour from Prep to Year 12**

2026



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1. RATIONALE

The regular reinforcement of positive behaviours through encouragement is fundamental to supporting the holistic development and wellbeing of all students. Equally important are the establishment of clear boundaries and the implementation of fair, consistent responses to inappropriate behaviours. Together, these elements foster a supportive and respectful environment in which students can thrive.

At St Paul's School, aligning with the **Student Behaviour Policy**, the **Student Behaviour Framework** is underpinned by the School's Purpose Statement and the Anglican Ethos Statement, reflecting the values and core commitments of the School community. This framework outlines clear expectations for student behaviour, which is communicated effectively to students and upheld consistently by all staff.

2. PURPOSE

- To ensure an environment that prioritises learning for all students.
- To foster student self-esteem, self-control, and self-discipline.
- To ensure the safety of all members of our community.
- To support the values of **Growth, Belonging, Community** and **Faith**.

3. CHARACTER STRENGTHS

The **Student Behaviour Framework** is grounded in the School's core values of **Growth, Belonging, Community** and **Faith**. St Paul's School students are expected to honour these values by demonstrating the following character strengths, ensuring their words and actions consistently reflect the ethos of the School.

To support students in understanding and applying these expectations, the School has adopted the acronym **DRIVE** as a student-facing, classroom-anchored framework for behaviour. Representing the character strengths of **Diligence, Respect, Inclusivity, Valiance**, and **Engagement**. **DRIVE** provides a clear and memorable structure that links everyday student lived behaviour to the School's broader values mentioned above.

Each element of **DRIVE** reflects the foundations of a strong and supportive community:

- **Growth** is nurtured through Diligence and Valiance.
- **Belonging** is fostered through Engagement and Inclusivity.
- **Faith and Community** are grounded in Respect.

Designed to be visually accessible and easy to recall, **DRIVE** makes the School's values tangible for all students, reinforcing a culture of positive behaviour (refer Table 3).

4. LEARNING EXPECTATIONS

4.1 Creating a Positive Classroom Culture

At St Paul's School, a structured and supportive learning environment is recognised as essential to promoting positive student behaviour and academic success. Consistent expectations and routines across all classrooms establish clear boundaries and set students up for success.

To support a respectful and productive learning environment, the following minimal expectations are applied in all classrooms. Students will:

- Arrive to class on time.
- Line up outside the classroom and wait for the Teacher.
- Remove hats and enter class quietly when invited.
- Get ready to learn by taking out the student diary, and other required learning materials.
- Use laptops only when directed by the Teacher.
- Show respect for peers, staff, and the classroom environment.
- Engage fully in all learning activities and complete assigned work.
- Follow Teacher instructions when packing up at the end of the lesson leaving the classroom tidy.
- Exit the classroom only after the bell and with the Teacher's permission.

By consistently following these routines, we create a culture that supports learning.

4.2 Promoting Positive Behaviour for Learning

At St Paul's School, there is a strong commitment to actively encouraging and reinforcing positive behaviour to promote student growth and wellbeing. In addition to clear expectations and structured routines, this approach is grounded in the development of respectful relationships and the consistent recognition of positive behaviour.

Staff at St Paul's School are expected to:

- Lead by example, demonstrating positive attitudes and respectful conduct.
- Acknowledge and reinforce positive actions, both verbally and through positive behaviour notifications.
- Foster strong relationships with students based on mutual understanding and respect.

By integrating these principles into daily classroom practices, an environment where students feel valued, motivated, and equipped to succeed is cultivated.

4.3 Student Diaries

St Paul's School values organisation for success and requires all Year 3–10 and HSP students to use the St Paul's Student Diary. Senior Students in Years 11 and 12 may use any diary or an online personal organisation tool of their choosing.

- **Daily Requirement:** Students must bring their diary to every class and use it to record homework, assignments, and important dates.
- **Subject List:** Students must maintain an up-to-date list of their subjects for the week to support organisation and planning.
- **Communication Tool:** The diary serves as a method of communication between Teachers, students, and parents/caregivers.
- **Condition:** Diaries must be kept in good condition. Graffiti, stickers, or any inappropriate content are not permitted.
- **Weekly Check:** House Tutors and parents/caregivers are required to sign the diary each Monday to verify effective use in the preceding week.
- **Replacement:** Lost or damaged diaries must be replaced at the student's expense.
- **Appropriate Use:** Diaries are to be used solely for School-related purposes and must not be used for scrap paper or personal notes.

4.4 Campus Conduct and Environmental Responsibility

At St Paul's School, maintaining a safe, clean, and respectful environment is a shared responsibility. Students are expected to uphold these standards to foster a positive School community:

- **Shared Responsibility:** The maintenance and upkeep of classrooms, School grounds, and shared spaces is a collective responsibility.
- **Food and Drink:** Consumption of food and drink is permitted only in designated areas. Eating and drinking is not allowed in classrooms, verandas, stairwells, or other restricted spaces.
- **Classroom and Veranda Access:** Classrooms and verandas must be vacated during morning tea and lunch breaks unless supervised by a Teacher.
- **Litter Management:** All waste must be disposed of appropriately using the bins provided.
- **School Property:** Items and equipment must remain in their designated locations unless specific permission has been granted to relocate them.
- **Sports Areas:** Use of sports fields and ovals must be supervised at all times.
- **Restricted Access:** Entry to buildings and classrooms is only permitted when authorised and appropriately supervised.
- **Boundary Restrictions:** The Strathpine Road frontage may only be accessed when arriving at or departing from School. The area west of the pool and tennis courts is restricted and out of bounds.

By following these guidelines, students contribute to a respectful, well-maintained, and orderly School environment.

4.5 Travel Expectations

At St Paul's School, students are expected to demonstrate responsibility, respect, and safety in their conduct both on and off campus. These expectations ensure a strong sense of community and uphold the School's values:

- **Uniform Standards:** Students must always wear the full and correct uniform, including when off-campus. Inappropriate behaviour or language while in uniform will result in a report to the School and disciplinary action.
- **Public Transport Etiquette:** Students are expected to demonstrate courtesy and respect towards all passengers. This includes queuing in an orderly manner, allowing others to disembark before boarding, and offering seats to adults when necessary. Boarding or exiting moving vehicles is strictly prohibited.
- **Pedestrian Safety:** Students must use designated pedestrian crossings and obey traffic signals. When crossing Strathpine Road, students must use the pedestrian lights.
- **Public Transport Compliance:** Students must comply with all bus and railway regulations and show respect for public property. Students catching afternoon buses from School must remain within the designated fence line until buses have come to a complete stop.
- **Cyclist Safety:** Helmets must be worn at all times while riding to and from School. Upon arrival, bicycles must be stored in the designated bicycle area and remain there until the end of the School day.
- **Student Drivers:** Students who drive to School must obtain a parking permit from the Director of Student Wellbeing and park only in designated student parking areas. The sports overflow parking area may be used by student drivers on home games.
- **Responsible Driving:** Student drivers are required to follow all road rules and practise safe, courteous driving at all times. Access to student vehicles is prohibited during School hours, from arrival to departure.

4.6 Extra-Curricular Involvement

All students are expected to actively support the School and its programs. Students are expected to participate in a minimum of two co-curricular activities each year. Opportunities include:

- Sporting teams.
- Performing arts (music, dance, drama).
- Cultural activities (debating, chess, etc.).
- Community programs (Cadets, Service-Learning initiatives).

Once students commit to a School activity, they are expected to honour their obligation to the program, their coach, and their peers for the full duration of the activity.

5. MANAGING BEHAVIOUR NOT CONDUCTIVE TO LEARNING

5.1 Behaviour Infringements

St Paul's School recognises that students are learning and growing and sometimes make behavioural errors. When errors are made that contravene School expectations, consequences will be applied consistently towards the behaviours exhibited and with consideration of individual circumstances. While completing consequences and taking accountability are important, restoring relationships and learning from the experience are equally essential parts of the process.

In conversations with students about behaviours that are unacceptable, staff should link back to the principles of **DRIVE** to guide students to where the shortfalls in expectation have occurred. These character strengths will be visible in all classrooms for Teachers and students.

Student behaviours that fail to meet the expectations of students at St Paul's School will fall into one of the four levels below:

- Level 1:** Minor infringement; low level and infrequent.
- Level 2:** Concerning infringement; repeated Level 1 behaviour or behaviour considered to be more serious than Level 1.
- Level 3:** Significant infringement; repeated/escalated Level 2 behaviour or incident considered to be more serious than Level 2.
- Level 4:** Serious infringement; persistent/escalated behaviour or significant incident.

Examples of possible behaviour infringements and outcomes are given in Table 1 for Junior School and Table 2 for Senior School. These tables are also in the student diary for reference.

For all student protection matters, a Child Safety Advocate must be informed immediately.

5.2 Behaviour for Learning Contract

A **Behaviour for Learning Contract** may be implemented at Levels 2, 3, and 4 of the **Behaviour Management Framework**. The contract is administered and managed by the student's Head of Year/Classroom Teacher in Junior School, in consultation with the Director of Student Wellbeing or the Director of Junior School.

The desired behaviours the student is working towards are discussed with the student and documented on the contract. Classroom Teachers are required to provide feedback by recording comments in the designated sections of the contract for each lesson. The **Behaviour for Learning Contract** is a physical card that serves as a visible and ongoing reminder of the behaviour goals set for the student.

Students are responsible for maintaining the card and for presenting and collecting it from each of their Teachers throughout the School day. Instances where the student does not meet the expected behaviour should be noted on the card by the Classroom Teacher or Tutor. Heads of Year/Director of Junior School/the Director of International Education, in collaboration with Classroom Teachers, review the contract on a daily basis.

Behaviour for Learning Contracts are intended as short-term interventions and must not exceed a period of two weeks.

5.3 Mobile Phones and Wearable Devices

Mobile Phones and Wearable Devices are not permitted between the bell at 8.35am until the bell at 3.10pm and during School activities. Between these times:

- Mobile phones are to be secured away in lockers for Senior School and given to Classroom Teachers in Junior School.
- Earbuds and headphones are not to be worn on the School grounds and may only be used in class under Teacher direction.
- Notifications are to be switched off on wearable devices.

If rules regarding the Mobile Phone and Wearable Devices are not adhered to, the following consequences apply:

1st Instance:

Hand mobile phone/wearable device to Wellbeing Reception
Collect at 3.10pm
Behaviour Notification entered

2nd Instance:

Hand mobile phone/wearable device to Wellbeing Reception for the next 3 days
Collect at 3.10pm each day
Behaviour Notification entered

3rd Instance:

Hand mobile phone/wearable device to Wellbeing Reception for the next 5 days
Collect at 3.10pm each day
Behaviour Notification entered
Friday after School detention issued



After the 3rd instance, consequences increase with referral to the Director of Student Wellbeing for failure of following reasonable School expectations.

6. POLICIES ASSOCIATED WITH STUDENT BEHAVIOUR FRAMEWORK:

- 6.1 [Social Media Policy](#)
- 6.2 [Mobile Phone and Wearable Devices Policy](#)
- 6.3 [Attendance Policy](#)
- 6.4 [Antibullying Policy](#)
- 6.5 [Responsible Use of Technology Policy](#)
- 6.6 [Assessment Policy](#)
- 6.7 [Uniform Policy](#)
- 6.8 [Sunsafe Policy](#)

TABLE 1: DRIVE GRAPHIC

At St Paul's School

WE ARE...



DILIGENT

We stay focused, work hard, and complete tasks with care and effort.



RESPECTFUL

We treat ourselves, others, and our environment with kindness and consideration.



INCLUSIVE

We welcome everyone, celebrate differences, and make sure no one is left out.



VALIANT

We show courage, bounce back from setbacks, and try even when it's tough.



ENGAGED

We are curious, involved, and give our best in every learning opportunity.

TABLE 2: JUNIOR SCHOOL BEHAVIOURAL TABLE

Junior School	Behaviour Category	Behaviour Examples	Actions
LEVEL 1 MINOR INFRINGEMENT Refers to low-level, disruptive behaviour that a Teacher addresses through redirection or reminders	• Learning Disruptions • Lack of Preparedness • Disrespect • Misuse of Technology • Uncooperative Behaviour	• Distracting others intentionally or unintentionally • Off-task behaviour (eg. daydreaming, drawing instead of working) • Ignoring Teacher instructions (initial refusal or delay in compliance) • Using devices without permission or at inappropriate times • Failure to present neatly (shirt untucked, socks down, etc.) • Arriving late to class without a valid reason • Mild boisterous behaviour (eg. play-fighting, pushing in line)	Teacher • Non-verbal correction • Verbal correction • Reteach expectations • Consider/provide choices • Implement the consequence • Monitor • Refer to DRIVE in conversation
LEVEL 2 CONCERNING INFRINGEMENT Refers to (repeated Level 1) or concerning behaviour that may be harmful or disruptive, requiring Teacher-led intervention and possible support from Director of Junior School to reduce its impact	• High Risk or Unsafe Conduct • Academic Misconduct	• Repeated calling out or talking over others after reminders • Open defiance related to class tasks (eg. closing laptop, saying “I’m not doing it”) • Arguing back or challenging instructions in a confrontational manner • Using technology after repeated redirection or against direct instruction • Persistent refusal to comply with uniform expectations despite redirection • Regularly late to class without explanation, impacting learning • Rough play or physical interactions that cause harm or alarm others	Teacher • As per Level 1 consequences • Inform Director of Junior School and/or Head of Studies Junior School • If repeated, advise parents/caregivers via email/phone through Teacher Kiosk • Engages in reflection with student Student • Academic: Monitored attendance at Catchup Club at Monday lunchtime 1.00pm – 1.25pm • Pastoral: Monitored attendance at The Reflection Place at Friday lunchtime 1.00pm – 1.25pm Director of Junior School or Head of Studies Junior School • Assists with monitoring attendance

LEVEL 3 SIGNIFICANT INFRINGEMENT Refers to escalated ongoing disruptive, aggressive, or harmful (or repeated Level 2) behaviour that may pose a risk, requiring collaborative intervention by stakeholders	• Safety Risks • Dishonest Conduct • Breach of Academic Standards	• Repeated and deliberate acts to disrupt the entire class or lesson flow • Destruction of property (eg. drawing on desks, writing on toilet doors, locking toilet doors etc) • Submitting assessment tasks completed by others, plagiarised content or AI generated tasks, despite prior warnings • Aggressive confrontation (eg. shouting, swearing at Teacher or peer) • Misuse of messaging apps (eg. TEAMS messaging, emails, seesaw), inappropriate use of devices connected to the School network (eg. looking up inappropriate content, online gaming) • Repeated and deliberate uniform violations as an act of defiance after multiple interventions (eg. refusing to wear hat) • Absenteeism and/or Truancy (skipping classes or extra-curricular activities, hiding from supervision, running away from class or Teacher) • Physical altercations (eg. shoving, slapping, fighting — whether or not injury occurs)	Teacher • Works with Director of Junior School/or Head of Studies Junior School to engage in conversations with parents/caregivers and students • In situations that involve safety risks or involve disruptive or deliberate acts, the Teacher will contact Junior School reception to ask for support from the Director of Junior School and Head of Studies Junior School. If required, Teacher may remove students from the environment for their safety Director of Junior School and/or Head of Studies Junior School • Director of Junior School and/or Head of Studies Junior School engages in conversations with Parents/caregivers and Students. Use of 'Reflect and Repair Plan' with feedback from student support team • Opportunity to represent the School may be suspended (eg. interschool sport, excursion, Met North Trials, debating) • As appropriate, an internal suspension may be issued
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LEVEL 4 SERIOUS INFRINGEMENT Refers to high-risk behaviour involving violence, severe disruption, that poses immediate danger and requires urgent higher-level School or external authority intervention	• Dangerous Conduct in Learning Environments • Severe Disruption of School-Wide Learning Processes • Reputational damage to St Paul's School	• Dangerous behaviour requiring clinical/wellbeing response • Sharing of explicit material online • Use of contraband including but not limited to, vaping, alcohol, tobacco, drugs, weapons at School or at a School event • Fighting, vandalism, offensive misuse of social media – mobile phone, sexual harassment • Breach of School data	Teacher • In situations that have escalated and involve dangerous conduct, or severe disruption, the Teacher will contact Junior School Reception to ask for support from the Director of Junior School and Head of Studies Junior School. If required, Teacher may remove class from the environment for their safety. Director of Junior School and Head of Studies Junior School • Consult with Principal • Notification to parents/caregivers as soon as safe and appropriate • In-School suspension Principal (or Principal's Delegate) • If a student behaves or is suspected of behaving in a manner contrary to the values of the School or if the Principal deems the students' conduct unsatisfactory. The Principal has absolute discretion to take disciplinary action, which may include internal or external suspension or expulsion • St Paul's School reserves the right to confiscate any prohibited items found in a student's possession. This includes, but is not limited to, tobacco, vapes, alcohol, or any material deemed inappropriate or offensive. Any illegal substances or items will be handled in accordance with the law and referred to the appropriate authorities
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IN ANY EMERGENCY SITUATION PLEASE FOLLOW THE EMERGENCY MANAGEMENT PLAN

TABLE 3: SENIOR SCHOOL BEHAVIOURAL TABLE

Senior School	Behaviour Category	Behaviour Examples	Actions
LEVEL 1 MINOR INFRINGEMENT Refers to low-level, disruptive behaviour that a Teacher addresses through redirection or reminders	• Learning Disruptions • Lack of Preparedness • Disrespect • Misuse of Technology • Uncooperative Behaviour	• Distracting others intentionally or unintentionally • Off-task behaviour (eg. daydreaming, drawing instead of working) • Ignoring Teacher instructions (initial refusal or delay in compliance) • Using devices without permission or at inappropriate times • Failure to complete homework • Failure to present neatly (shirt untucked, socks down, etc.) • Arriving late to class without a valid reason • Mild boisterous behaviours (eg. pushing in line)	Teacher • Non-verbal correction • Verbal correction • Reteach expectations • Give a choice • Implement the appropriate consequence • Monitor • Refer to DRIVE in conversation
LEVEL 2 CONCERNING INFRINGEMENT Refers to (repeated Level 1) or concerning behaviour that may be harmful or disruptive, requiring Teacher-led intervention and possible support from the Head of Year or Curriculum Leader to reduce its impact	• High Risk or Unsafe Conduct • Academic Misconduct	• Repeated calling out or talking over others after reminders • Open defiance related to class tasks (eg. closing laptop, saying “I’m not doing it”) • Arguing back or challenging instructions in a confrontational manner • Using technology after repeated redirection or against direct instruction • Persistent refusal to comply with uniform expectations despite redirection • Regularly late to class without explanation, impacting learning • Rough play or physical interactions (eg. shoving)	Teacher • As per Level 1 consequences • Inform Head of Year and Tutor via behaviour note • If repeated, advise parents/caregivers via email through Teacher Kiosk Lunchtime DRIVE Session: • Note: Tuesday and Thursday lunchtime DRIVE Session from 1-1:25 (playground duty and allows for lunch to be eaten) • DRIVE Sessions will be run by rostered staff (Heads of Year/Curriculum Leaders) with students entered in Teacher Kiosk

LEVEL 3 SIGNIFICANT INFRINGEMENT Refers to escalated ongoing disruptive, aggressive, or harmful (or repeated Level 2) behaviour that may pose a risk, requiring collaborative intervention by stakeholders	• Safety Risks • Dishonest Conduct • Breach of Academic Standards	• Repeated and deliberate acts to disrupt the class or lesson flow • Submitting assessment with plagiarism and other forms of misconduct • Aggressive confrontation (eg. shouting, swearing at Teacher or peer) • Messaging apps or gaming despite clear bans and previous consequences • Repeated and deliberate uniform violations after multiple interventions • Truancy (skipping classes or hiding from supervision) • Leaving School grounds without permission • Physical altercations (eg. shoving, slapping, fighting — whether or not injury occurs)	Teacher • In situations that involve safety risks or deliberate or destructive acts, the Teacher will contact the Wellbeing Office to request support from a Head of Year or the Director of Student Wellbeing • Contact Head of Year or Curriculum Leader where there is no imminent risk Curriculum Leader or Head of Year • Curriculum Leader (academic concerns) or Head of Year (wellbeing concerns) to contact parents/caregivers • If appropriate, student to attend next available Friday afternoon DRIVE Session allocated by Head of Year • If appropriate, withdrawn from grounds at morning tea and lunch • Student issued with Behaviour for Learning contract (as applicable) Director of Student Wellbeing • As appropriate, an internal/external suspension may be issued • Opportunity to represent the School will also be suspended
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LEVEL 4 SERIOUS INFRINGEMENT Refers to high-risk behaviour involving violence, severe disruption, that poses immediate danger and requires urgent higher-level School or external authority intervention	• Dangerous Conduct to self or others • Severe Disruption of School-Wide Learning Processes • Serious breach of the Schools expectations of student behaviour • Reputational damage to St Paul's School	• Dangerous behaviour requiring clinical/wellbeing response • Sharing of explicit material online • Use of contraband including but not limited to, vaping, alcohol, tobacco, drugs, weapons at School or at a School event • Fighting, vandalism, offensive misuse of social media – mobile phone, sexual harassment • Breach of School data	Head of Year in consultation with Director of Student Wellbeing • Notification to parents/caregivers given as soon as safe and appropriate Director of Student Wellbeing • Wellbeing and medical staff engaged if necessary • Incident report completed (potentially shared with external services) • In-School suspension Principal (or Principal's Delegate) • If a student behaves or is suspected of behaving in a manner contrary to the values of the School or if the Principal deems the students' conduct unsatisfactory. The Principal has absolute discretion to take disciplinary action, which may include internal or external suspension or expulsion • Out-of-School suspension (1–10 days, depending on severity) • Re-entry meeting/process as required • As appropriate, recommendation for exclusion (temporary or permanent) and continuing enrolment reviewed • St Paul's School reserves the right to confiscate any prohibited items found in a student's possession. This includes, but is not limited to, tobacco, vapes, alcohol, or any material deemed inappropriate or offensive. Any illegal substances or items will be handled in accordance with the law and referred to the appropriate authorities
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IN ANY EMERGENCY SITUATION PLEASE FOLLOW THE EMERGENCY MANAGEMENT PLAN