

BEHAVIOUR MANAGEMENT GUIDELINES

WHY?

Developing a positive school environment is about an attitude – how one person interacts with another to develop right relationships. At St John's, for effective teaching and learning and for positive relationships to occur, three key assumptions and understandings must exist:

- Teachers can expect to teach;
- Students are responsible for their own actions;
- Students can expect to learn and play in a safe environment.

At St John's we have high expectations and clear boundaries to assist with "promoting student success for social behaviour" (BBBL).

HOW DO WE SUPPORT STUDENTS?

Social success requires structure and opportunities for students to learn how to engage effectively, reach their goals, and not disturb others. Our *School Rules* were written after reflecting on our Vision Statement, Mission Statement, Motto and School Virtues. These rules are (with aligned Virtues):

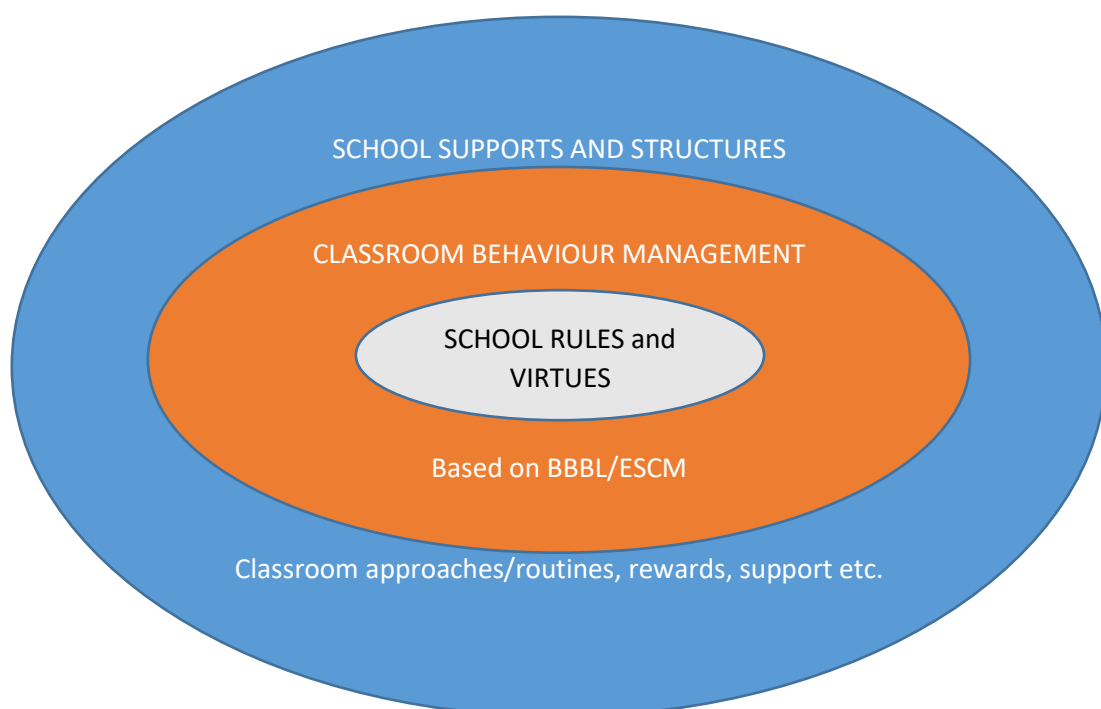
- Be Respectful (LOVE)
- Be Responsible (HONESTY)
- Be Amazing (EXCELLENCE)
- Be Thankful (THANKFULNESS)

The rules, along with other resources, give a foundation for language and conversation if students require redirection or support with their behaviour.

WHAT DO WE DO?

There is a multi-tiered approach to behaviour management at St John's.

Procedural Elements



SCHOOL RULES, VIRTUES AND EXPECTATIONS

St John's School Rules are discussed and shared with students on a regular basis.

- Rules are displayed in each classroom on a poster
- Large boards with the rules on them are displayed externally around the school

The rules clearly outline the RIGHTS, RESPONSIBILITIES and "WHAT WE DO" – how we see students behaving. Students are also required to support school expectations when it comes to things like homework, wearing of uniforms, and involvement in prayer and liturgical celebrations.

At the beginning of each year, as a part of beginning year routines, teachers discuss these rules with students and share their ideas of how, as a class, they can work together to display these attributes. The class could then work together to create posters or a display in their classroom recontextualising these rules for their class.

During the beginning weeks of Term 1, the principal will also visit classrooms and will talk with students about their understanding of these expectations.

CLASSROOM BEHAVIOUR MANAGEMENT

If a situation arises, where the teaching and learning environment is compromised or outside of the rules, teachers will use a variety of techniques to support the student to address their behaviour to "provide safe, supportive and structured learning environments which promotes high standards of achievement and responsible behaviour in all students" (BBBL/ESCM – Core learning component, 2007).

Teachers will successfully implement 3 key components to assist students to manage their behaviour, allowing them to fully engage with the teaching and learning environment:

- **Setting clear expectations** (establishing expectations, giving instructions, waiting and scanning, cueing with parallel acknowledgement)
- **Timely acknowledgement** of student work, involvement and compliance (body language encouraging, descriptive language)
- **Appropriate correction** (selective attending, redirecting to the learning, giving a choice, following through)

Teachers may also use questions to assist with redirections and have students reflect on their behaviour. These include:

- What are you doing?
- What is the school/classroom rule/expectation?
- What should you be doing?
 - and for ongoing behaviour: What happens if you keep doing this? (the answer would be based on the system developed by the classroom teacher. If behaviour is consistent and is Persistent, then possibly will be a Level 3 consequence).

Our approach aims to be pastoral and allow opportunities for students to reflect on and rectify their behaviour by:

- Giving clear expectations for classroom behaviour through class based behaviour expectations
- Allowing students to make mistakes with behaviour to allow them to learn from their errors

- Giving students the opportunity to rectify their behaviour

Possible behaviour redirection may include but not limited to:

- Incomplete homework
- Disruptions to teaching or learning
- Not listening to a teacher/staff member
- Off task behaviour – walking around the room/out of seat, not working on a set task, talking to others, listening to others.

If these behaviours are repeated or become consistent, and after discussion with the student and/or parent(s), intervention and support beyond the classroom is required.

SCHOOL SUPPORTS AND STRUCTURES – STEPS AND LEVELS OF BEHAVIOUR INTERVENTION

The school has developed a system of identifying and supporting student behaviour. Aligned to our School Rules and Virtues, these steps of behaviour outline behaviours, consequences and actions for students and what is required by teachers and the people involved with each step.

The steps outline suggested classroom interventions, but also outline stages for out of class intervention – both for in-class and lunchtime behaviour.

RECORDING AND TRACKING OF STUDENT BEHAVIOUR INCIDENTS

Teacher Kiosk is able to be used to track student behaviour incidents. This can be done by the classroom teacher (level 2 behaviours) and/or leadership/reflection room teacher (levels 3-5). This will provide an ongoing track of a child's behaviour profile.

Further, Riskman should be used to record incidents where students have been injured because of another child's behaviour.

Implementation Considerations

The Teacher:

A teacher should expect to be able to teach their class free from distractions, interruptions and without threats to safety. A teacher should never take a student's behaviour personally. A pastoral experience which supports the needs of the student supports a teacher to allow a student to make mistakes with behaviour, give students the opportunity to rectify the situation and allow students to leave the learning environment if they choose to. Students must also be given the opportunity to rectify their behaviour.

All teachers are to co-create classroom behaviour expectations (based on the school rules) at the beginning of each year. *Teacher Assistants have a similar role to play in the process.*

The Student:

Students should expect to be able to learn and play in a safe environment and be responsible for their own actions. While each student has a unique background, they do not have the right to disturb or interfere with other people. Uncontrollable factors (such as bad home-life or split family) or specific personal issues (such as ADHD or students with a disability) is not an excuse for disrupting or hurting another student or staff member. It is important for the school to be aware of these things and other external factors when dealing with the student and show empathy.

Communication with parents:

Communication with parents about their child's behaviour is vital to support right relationships. It is important that the classroom teacher engage with the student's parents regarding any *patterns of behaviour* which are causing distractions, disruptions or safety concerns to the learning in the classroom. This can be tracked via Teacher Kiosk.

Students with special needs:

Students with special needs often have modified behaviour management plans, but are still guided by the RTP process. These plans may include another step where the student is directed to the LS room to assist him/her to calm down before a plan can be started. Every student at the school has the right to learn and engage in a safe environment.

The development of a behaviour support plan:

If ongoing situations arise where a student is constantly disruptive and/or not safe then a behaviour support plan may be necessary. These plans are based on the theory of Zones of Regulation (Kuypers, 2011) and School Behaviour Rating Scale (Gardon, 2009).

Consultation should commence with the learning support teacher to complete a checklist from School Behaviour Rating Scale. This data will assist with developing any individual behaviour support plans.