



Statement of Practice - Behaviour management

Related CECG Policies

[Behavioural Support, Suspension and Expulsion Policy](#)

[Bullying and Harassment Policy](#)

[Child Safety Policy](#)

[Professional Conduct when Working with Children and Young People](#)

[Pastoral Care and Student Wellbeing Policy](#)

[Restrictive Practices Policy](#)

[School Supervision Policy](#)

Related Resources

[Student Risk Assessment and Safety Analysis](#)

[Protective Behaviours](#)

[Daniel Morcombe Foundation Inc.](#)

[Classroom Mastery](#)

[Behaveability](#)

[Australian Federal Police - Constable Kenny](#)

[Bullying No Way](#)

[Kids Matter](#)

[Child Safe Scheme](#)

Purpose

This Statement of Practice aims to:

- provide a safe, happy and positive learning environment for the students and staff
- provide opportunities for students to develop and maintain positive, respectful relationships.

Rationale

St John the Apostle Primary School follows the Catholic Education Bullying and Harassment Policy, which outlines obligations and processes used to prevent and respond to bullying and harassment.

Our Behaviour Management practices must be true to our Mission and incorporate the values of justice, inclusion, reconciliation, respect, truth and honesty. Our practices focus on preventative, supportive and corrective measures to support all students.

Our school rules reflect a balance between the rights and corresponding responsibilities of each person and are designed to promote the well-being and safety of everyone.

Suspensions and Expulsions are carried out by the School Principal or delegate of the Principal in accordance with Catholic Education Archdiocese of Canberra & Goulburn Behaviour Support, Suspensions and Expulsion Policy.



Statement of Practice - Behaviour management

Pastoral Care

We acknowledge the emotional, social, and cultural diversity of our students. Each staff member has a duty of care for all students. We strive to create a school culture that is safe, supportive, and respectful.

At St John the Apostle Primary School, we believe:

- Staff should model Gospel values
- Each teacher should develop a positive classroom tone, based on the teachings of Christ
- Each student and teacher has the right to feel safe and be safe
- Students are responsible for their own behaviour
- Students should respect themselves and others
- Students should be considerate, cooperative and courteous towards others
- Children should understand the value of compromise

Therefore, we believe that all we do and say is grounded in the values we explicitly teach and model to others.

Agreed School rules

Our school community has agreed that a school-wide statement, which sets out our expectations in a simple form, should be the basis of our words and actions. These rules are explicitly taught at the beginning of each year and revisited throughout the year.

These rules will help us achieve our aims and support our agreed values. Our rules are:

- *We care for ourselves*
- *We care for others*
- *We care for our school*

Strategies for Implementing Behaviour Management

The goal of behaviour management is to help students, staff and the community feel safe and happy when at school. It is vital that teachers recognise the positive actions that students make and reinforce that behaviour through appropriate recognition. All staff are encouraged to reward positive behaviour using the school's 'Brag Tag' system.



Statement of Practice - Behaviour management

Developing a Culture of Respectful Behaviour

Preventative measures, which provide students with a set of clear expectations and boundaries, are essential to guide students to make good choices. The reinforcement and acknowledgement of good choices is another effective way of rewarding and encouraging appropriate behaviours.

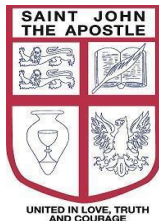
St John the Apostle Primary School encourages appropriate behaviour by:

- Promoting a safe and supportive school environment
- Explicitly teaching appropriate behaviours and targeting areas of concern
- Developing positive, supportive, and respectful relationships
- Reinforcing the school rules at the commencement of each year
- Establishing clear rules and expectations in the classrooms
- Proactively engaging with parents/carers
- Responding to individual students and their needs
- Observing early warning signs of distress to diffuse a potential conflict
- Promoting positive behaviours through Personal Development programs (e.g. social skills, role plays, resilience)
- Providing education opportunities from outside authorities (e.g. ACT Police - *Constable Kenny*, *Cybersmart.gov.au*, and anti-bullying and resilience educational programs).

Key Components of Effective Classroom Management

Effective classroom management occurs through:

- Positive relationships
- Classroom organisation
- Calm learning environment
- Consistent and fair consequences
- Positive reinforcement
- Active supervision
- Behavioural expectations
- Active engagement
- Differentiated teaching and learning
- Explicit teaching of social skills



Statement of Practice - Behaviour management

Rights and Responsibilities

At St John the Apostle Primary School, we understand that all members of our school community have certain rights and responsibilities:

Student Rights	Student Responsibilities
<ul style="list-style-type: none">• Be treated with fairness, courtesy and respect at all times• Feel secure and safe in a caring and supportive environment• Be valued for their individuality• Expect that school rules are fair and consistently implemented	<ul style="list-style-type: none">• Treat each other with fairness, courtesy and respect at all times• Support and model the school rules• Listen to the views of others and accept that these may be different from their own• Develop self-responsibility• Enhance the school environment by keeping it safe, clean and tidy• Communicate openly and seek to build and maintain positive relationships

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none">• Feel secure and safe in a caring and supportive environment• Be treated with fairness, courtesy, and respect at all times• Teach and learn with minimal disruption• Be valued for their individuality	<ul style="list-style-type: none">• Treat each other and students with fairness, courtesy and respect at all times• Support and model the school rules• Listen to the views of others and accept that these may be different from their own• Communicate openly and seek to build and maintain positive relationships

Parent Rights	Parent Responsibilities
<ul style="list-style-type: none">• Ongoing open communication about the academic, physical and social-emotional development of their child• Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and welfare• Be involved in the establishment and review of behaviour management plans• Be heard in an appropriate forum on matters related to the rights of their child/children	<ul style="list-style-type: none">• Treat all members of the community with fairness, courtesy and respect at all times• Support and model the school rules to their children• Support their child to develop self-responsibility• Communicate openly and seek to build and maintain positive relationships with staff and other parents• Listen to the views of others and accept these may be different from their own



Statement of Practice - Behaviour management

Inclusion

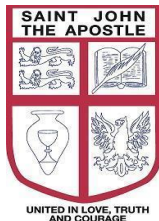
At St John the Apostle Primary School, we ensure that there is explicit communication to all staff (permanent and casual) of behavioural adjustments made for Tier 2 and 3 students on Personal Plans, in line with our Inclusion Policy. Staff are notified about the adjustments to foster a culture of shared responsibility. This occurs through staff meetings and 'class information' folders for casual staff. Staff are also notified of any current behavioural issues that impact the management of the classroom and the playground, as required. These adjustments are actioned in a proactive manner to minimise behavioural incidents to keep both staff and students safe.

Implementing a Student Risk Assessment and Safety Plan

A Student Risk Assessment and Safety Plan is an agreement reached formally between the school, a student, and the student's parents/carers regarding potential behaviour risks of the student and the management of such behaviour. It can be supported by authoritative advice, if required, in relation to the student's medical or mental health needs.

The following matters need to be considered and written into such a plan:

- The positive, formative purpose of the plan
- Expectations regarding the student's behaviour
- The means by which the student will be supported in achieving this behaviour
- The means by which the student's behaviour will be monitored and managed
- Advice from allied health
- Arrangements to apply following a satisfactory conclusion of the plan
- Arrangements to review the plan at an agreed time with all key stakeholders.

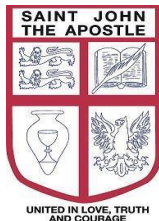


Statement of Practice - Behaviour management

Classroom Behaviour Management Plan

Teachers use a variety of strategies when dealing with inappropriate student behaviour in the classroom. The following chart is a guide to procedures that would normally be followed in the classroom. However, various behaviours can begin and cease at different points of this continuum. It is always acknowledged that students should be treated with respect. It is important to note that some students with social/emotional/behavioural needs will be managed in consultation with a member of the Executive team. This flowchart is followed in conjunction with the Management Plans outlined below:

Classroom Behaviour Management Plan		
	Responsibility / Action	Behaviours
Step 1 Minor Disruption	Verbal Cues <ul style="list-style-type: none"> Reinforcement of appropriate behaviours Reminders about rules Thinking time given if required Classroom teacher to manage 	<ul style="list-style-type: none"> Calling out Running in the building
Step 2 Escalated Disruption	Time out in the same grade level class <ul style="list-style-type: none"> Year level coordinator informed Recording of incident on Compass by the classroom teacher Student to ask teacher permission to re-enter classroom 	<ul style="list-style-type: none"> Disrupting class Low-level defiance
Step 3 Serious Disruption	Supervising Executive Member Involved <ul style="list-style-type: none"> Recording of incident on Compass by the classroom teacher, executive to add any further follow up information Student removed from classroom Parents may be informed 	<ul style="list-style-type: none"> Bullying Defiance Swearing Hands-on Destruction of school property Theft Inappropriate toilet behaviour Intentional physical interactions with staff or other students
Step 4 Continued Inappropriate Behaviour	Principal and parents involved. <ul style="list-style-type: none"> CE informed and referral made if required. Behaviour support plan developed if required. Meeting organised. Recording of incident on compass by the classroom teacher, executive to add further follow up information. Debrief staff and students as required. 	<ul style="list-style-type: none"> Continued bullying High level swearing Malicious or extreme physical interactions with staff or other students



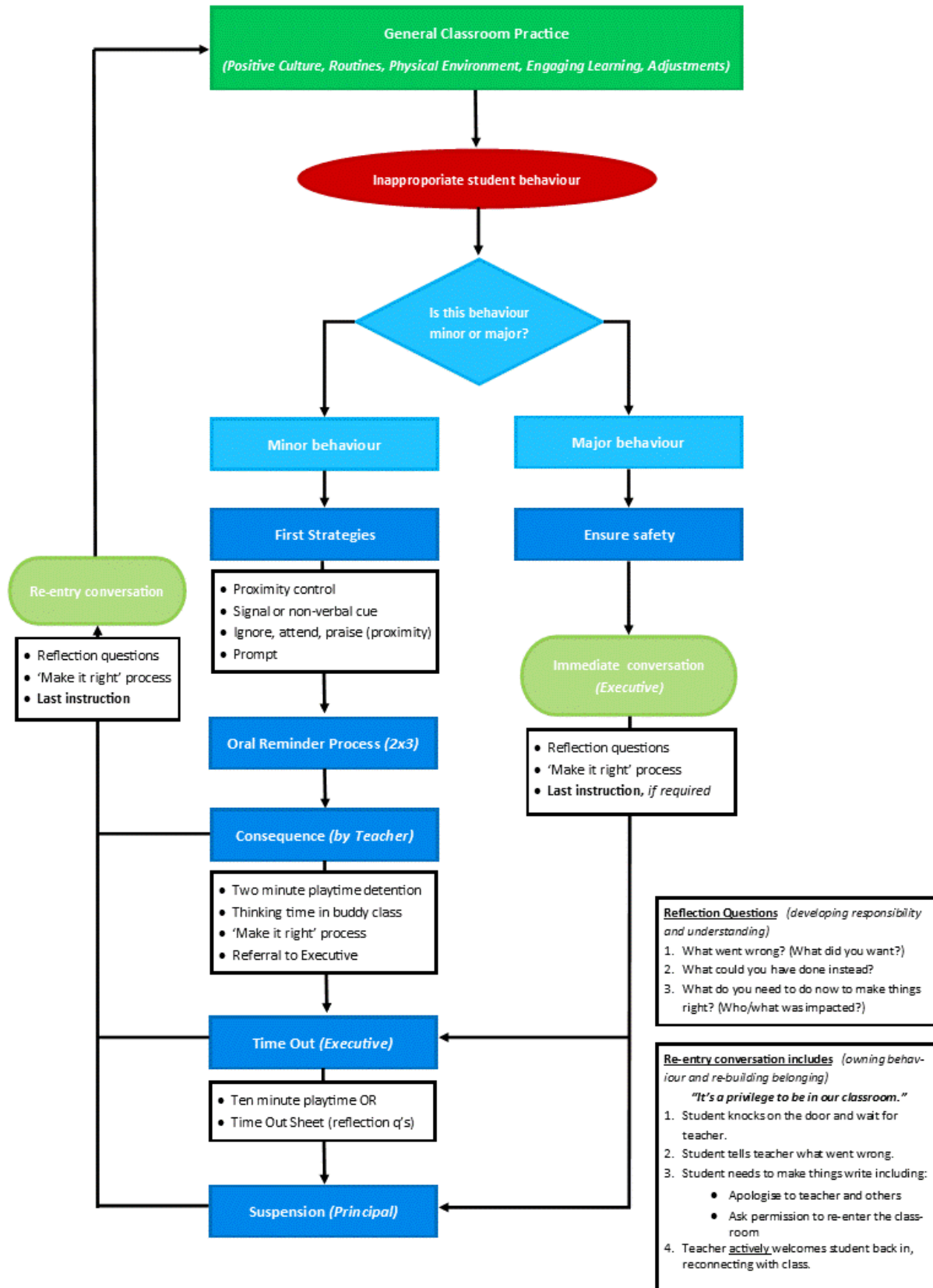
Statement of Practice - Behaviour management

Playground Behaviour Management Plan

Teachers use a variety of strategies when dealing with inappropriate student behaviour on the playground. The following chart is a guide to procedures that would normally be followed on the playground. However, various behaviours can begin and cease at different points of this continuum. It is always acknowledged that students should be treated with respect. It is important to note that some students with social/emotional/behavioural needs will be managed in consultation with a member of the Executive team.

Playground Behaviour Management Plan		
	Responsibility / Action	Behaviours
Step 1 Minor Disruption	Verbal Cues <ul style="list-style-type: none"> Reinforcement of appropriate behaviours Reminders about rules Duty teacher to manage 	<ul style="list-style-type: none"> Not playing by the rules. Arguing about games. Running on concrete. Playing without a hat. Not responding to bells. Playing out of bounds. Littering
Step 2 Escalated Disruption	Time out / walk with a teacher <ul style="list-style-type: none"> Recording of incident on Compass by the duty teacher Classroom teacher informed by duty teacher 	<ul style="list-style-type: none"> Exclusion Swearing Defiance Hands on – rough play
Step 3 Serious Disruption	Removal from playground to executive office, possible in school suspension <ul style="list-style-type: none"> Recording of incident on Compass by the duty teach, executive to add further information Classroom teacher informed by executive staff Parents informed by executive staff 	<ul style="list-style-type: none"> Bullying High level swearing Inappropriate toilet behaviour Destruction of school property Intentional physical interactions with staff or other students
Step 4 Continued Inappropriate Behaviour	School suspension <ul style="list-style-type: none"> Principal and parents involved CE informed and referral made if required Behaviour support plan developed if required Meeting organised Recording of incident on compass by the classroom teacher or executive Debrief staff and students as required 	<ul style="list-style-type: none"> Leaving the school grounds Malicious or extreme physical interactions with staff or other students Use or possession of a weapon

Statement of Practice - Behaviour management



Statement of Practice - Behaviour management

Serious Incidents

Safety in schools for teachers, support staff and students is paramount. Staff have been trained in Non-Violent Crisis Intervention.

In the event of a serious incident the following steps will be taken:

- Executive staff are called to manage the situation
- Parents are notified
- Reports are entered on compass and/or ESS
- CE is notified.

Tiered Behaviour

There are some students who will require additional teaching of school rules and explicit teaching of prosocial skills through the School Wide Positive Behaviour for Learning (SWPBL) program. The tiered approach works alongside the standard behaviour management strategies, so that students are provided with a more intensive program for the explicit teaching of appropriate behaviour at school, rather than lowering our expectations of their behaviour.

The image below illustrates the continuum of support for SWPBL. The three-tiered structure organises practices and systems along a continuum of increasing intensity and/or complexity. SWPBL research suggests that 80-90% of students respond positively to tier 1 (universal) interventions, between 5-10% of students require tier 2 (targeted) interventions and 1-5% of students require tier 3 (intensive) interventions. Although the continuum is dynamic and blended, the three tiers are generally described as follows:

Tier 3 –Intensive

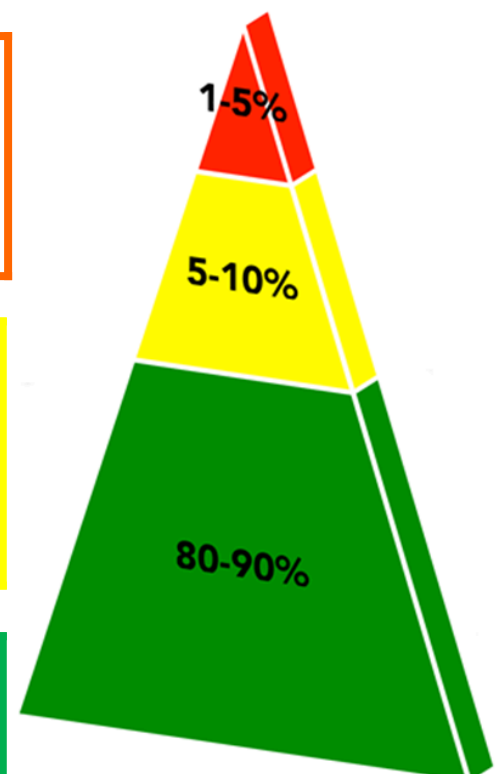
- Intensive specialised practices and systems for students whose behaviours have been documented to be unresponsive to tier one and two interventions.
- These interventions are highly individualised to the specific needs and strengths of the student.
- Family and community involvement is increased.

Tier 2 -Targeted

- Specialised practices and systems for students whose behaviours are unresponsive to tier one interventions.
- Support is generally provided in a common or standardised manner in small student groupings, which provide more regular supervision, monitoring, interactions, corrective feedback and positive reinforcement with and by adults and peers.

Tier 1 -Universal

- Practices and systems for all students and staff, implemented across all settings.
- Preventative and proactive





Statement of Practice - Behaviour management

Appendix A:

BehaveAbility - Ian Luscombe Strategies

When an incident of unwanted behaviour occurs the classroom teacher or duty teacher will:

The First 3: Use the broken record technique

Move closer to the student and first gain their attention. Only after you have done this do you issue the instruction. A simple way to gain their attention is to say their name and wait.

1. Use a calm, matter-of-fact tone to give a simple instruction that clearly outlines the behaviour you expect. Use hand gestures. Keep it lowkey and manage your own emotions. Say for example, **"Put the book on the table, thanks."** Walk away and expect compliance. Wait a short time, allowing a length of 'take up time' as appropriate for the student. Be business-like and portray indifference.
2. Repeat the instruction in a calm, matter-of-fact tone, **"Remember, put the book on the table. Thank you."** Walk away and expect compliance. Wait a short time allowing a length of 'take up' or processing time as appropriate for the student. Do not cajole the student or modify the instruction.
3. Repeat the instruction in a calm, matter-of-fact tone. **"Put the book on the table."** Then walk away and expect compliance.

The Second 3: If the student is still not following instructions, teachers will make use of these 3 statements:

1. Use a calm, matter-of-fact tone to give the instruction. Keep it low key and manage your own emotions. **"Your instruction was to put the book on the table. You will need to do this. This instruction is not going to change."** Focus your attention elsewhere and expect compliance. Be business-like and portray indifference. Wait a short time allowing 'take up time' appropriate for the student.
2. Return to student. **"I'm confused. I've given you an instruction...are you refusing to follow it?"** ... Pause **"If you are refusing there will be consequences. I know you can make a really good choice, and the smart choice now is to follow my instruction. I'll give you a short time to think about it."** Walk away and expect compliance.
3. Return to student. **"You've been given an instruction and it appears you have chosen not to follow it. You now have (...name time frame...) to follow the instruction or (...name the consequence...)." If you don't know what the consequence will be say, "There will be a consequence."** Wait for the time to expire and if the instruction is still not followed say, **"The consequence is..."** or if unsure of the consequence, say, **"I'll get back to you about what will happen."** Walk away and focus your attention elsewhere. If needed, give yourself time to 'cool down' before discussing the consequences. Check in with a colleague if you wish, then ensure you follow up with the student and apply the considered, meaningful and logical consequence. Part of this consequence will be that the original instruction still needs to be followed.

Teacher-managed consequences may include: a two-minute detention, referral to a buddy class, implementing a 'make it right' process eg. an apology, repairing any damages.

Then build rapport when the student does the right thing.