



Student behaviour support plan

Purpose

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St Joseph's is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Shared values and expectations

At St Joseph's

- Gospel values are lived and all members of the school community are valued and treated with dignity and **respect**
- all members of the school community feel **safe**, supported and respected
- students are encouraged and supported to take greater **responsibility** for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- pastorally-caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- formal sanctions including detention, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour

- Follow directions straight away.
- Keep hands, feet and objects to yourself.
- Act and speak kindly, gently and politely to others.

Rights and responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

School (principals, teachers and school staff)

- Staff at St Joseph's are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.

Parents/carers

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.



- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

Students

- Students will, with support, be expected to participate fully in the school's educational program and to attend regularly.
- Students will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Proactive strategies for promoting better behaviour

St Joseph's has positive strategies for promoting better behaviour.

These strategies include

- social skills training
- adapting the curriculum to meet individual needs
- Positive Reward Systems (Appendix C)
- proactive support (preventative teaching)
- individual behaviour interventions (individualised assessments/approaches)
- staff professional development in the Essential Skills for Classroom Management
- offering programs and resources for teaching parents positive support skills

Early intervention

St Joseph's utilises a range of preventative and early intervention strategies to support positive student behaviours. These include

- defining and teaching whole school expectations
 - A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations and School Rules (Appendix A) outlines our agreed rules and specific behavioural expectations in all school settings.
- establishing consistent whole-school consequences for inappropriate behaviour (see Minors and Majors Appendix B)
- establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty
- providing whole-school procedures for ongoing collection and use of data for decision-making (see Appendix D Student behaviour referral form)
- assessing the student early and comprehensively to enable appropriate choice of early intervention strategies
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour
- maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

Minor and major behaviours

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school administration team.

Minor behaviours are those that

- are minor breaches of the school rules



- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours, and
- do not require involvement of specialist support staff or the school administration team.

Minor problem behaviours may result in the following consequences

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a **re-direction** procedure. The staff member takes the student aside and
 1. names the behaviour that the student is displaying
 2. asks the student to name expected school behaviour
 3. states and explains expected school behaviour if necessary, and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that

- significantly violate the rights of others
- put others/self at risk of harm, and
- require the involvement of the school administration team.

Major behaviours result in an immediate referral to the school administration team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Office referral form and escorts the student to the relevant member of the school administration team.

Bullying (inclusive of cyberbullying)

There is no place for bullying in any school. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers, or
- children in care.

Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself'.

- ✓ Our school is committed to promoting responsible and positive use of social media sites.
- ✓ No student will face disciplinary action for simply having an account on a social media site.



- ✓ It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

Targeted student support

At St Joseph's, early targeted support strategies include:

- the teaching and/or building of appropriate behaviours
- the involvement of the classroom teacher/s
- partnerships involving and supporting parents/carers
- the formation of a support team ('wrap around') where appropriate
- building networks to access support outside of the school for families and students.

Individual behaviour support plans

Where intensive individual support is required, St Joseph's will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual behaviour support plans will be recognised and the support the student to achieve the desired behaviour outcome.

Use of consequences and sanctions

At St Joseph's consequences for inappropriate behaviour may be determined by individual need and situation.

Major problem behaviours may result in the following consequences

- **Level one:** time in the office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- **Level two:** parent contact, referral to school counsellor, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level three:** students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons (See Appendix E for the TCS weapons policy) or drugs can expect to be recommended for exclusion from school following an immediate period of suspension, and immediate referral to the police.

Use of Time out

'Time out' definition

'Time out' is defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting.

'Time out' purposes

'Time out' is only one of a range of behaviour management options. The use of 'time out' must be planned and purposeful. It is a method that allows the student time away from the situation to reflect and regain composure; the outcome of 'time out' should be a reduction in the behaviour.

When 'time out' is used, all staff, students and parents will be made aware of its intended purpose and procedures.

The regular use of 'time out' for a particular student will be documented and analysed, with a view to reducing the frequency of its use and to determine the reason for the behaviour.



Formal sanctions

Formal sanctions include the following

- detention
- suspension
- negotiated change of school
- exclusion.

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

The TCS Formal Behaviour Sanctions Procedure must be followed by all TCS schools and is included in our school's Student Behaviour Support Plan.



Appendix A: Schoolwide expectations / school rules

School Rules

The three basic rules that cover all aspects of student behaviour at St Joseph's are:

1. **Follow directions straight away.**
2. **Keep hands, feet and objects to yourself.**
3. **Act and speak kindly, gently and politely to others.**

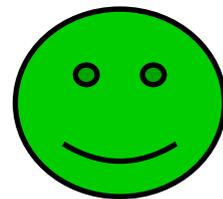
The behaviour management approach recognises the teacher's ability to make professional judgements after considering the circumstances surrounding positive or negative behaviour choices. Some behaviours are positive and should be acknowledged and encouraged. Some behaviours are negative and minor and could be recorded and addressed. Other behaviours are negative and major and must be recorded and addressed following the behaviour management flowchart.

Positive Behaviours

1. Follow directions straight away

Some examples of positive behaviour choices:

- Obeying bells by stopping, using toilets and lining up as soon as the bell
- Cleaning up lunch area in readiness to go to play
- Responding to teacher's requests or instructions immediately
- Playing in the correct areas
- Sitting while eating
- Wearing a hat during play



rings

2. Keep your hands, feet and objects to yourself

Some examples of positive behaviour choices:

- Helping an upset or injured student in the playground
- Picking up rubbish in the playground without being asked
- Placing personal and school property in its correct place
- Using equipment for the purpose for which it was intended

3. Act and speak kindly, gently and politely to others

Some examples of positive behaviour choices:

- Invite other students to take part in your games
- Encourage others when playing a game
- Greeting people by their names when you first meet
- Using good manners, such as excuse me and waiting your turn

The listed positive behaviours are not exhaustive and should be regularly acknowledged.

This will be achieved through:

- Individual & group verbal acknowledgement and appreciation by teacher in classrooms and on playground duty
- Verbally acknowledging the individual or group in front of class peers
- Recommending the individual or group for a Principal's Award, Mary MacKillop award or classroom rewards



Appendix B: Minor and Major behaviours

Minor negative behaviours - Orange

(Recordable – Notes in Teacher's Day book)



1. Follow directions straight away

Some examples of negative behaviour choices:

- Not responding to bells immediately
- Not wearing hat when playing
- Not playing in the correct areas
- Not listening to the teacher's instructions and following them straight away
- Leaving the school ground without the teacher's permission
- Running on concrete areas and around building
- Jumping over or running along seats
- Climbing up buildings or trees
- Being in classrooms without a teacher's permission
- Playing in or near the toilets

2. Keep your hands, feet and objects to yourself

Some examples of negative behaviour choices:

- Carelessly throwing sticks, stones or any other objects that might hurt someone or damage something.
 - Pushing, kicking, punching, slapping or tackling another person in a play manner or situation
 - Squirting water at one another

3. Act and speak kindly, gently and politely to others

Some examples of negative behaviour choices:

- Not speaking politely to another person
- Carelessly interrupting other people's conversations, games or activities
- Not sitting sensibly when eating lunches
- Not waiting sensibly for lifts and buses after school
- Not using simple manners such as please and thank you when speaking or requesting something from another person
- Not caring for your uniform, books, lunches or school bags
- Spitting in view of other students or staff

*** Repeated offences of Orange behaviour move to Red behaviour response**



Major Negative Behaviours - Red
(reportable)



1. Follow directions straight away

Some examples of negative behaviour choices:

- Deliberately ignoring bells
- Deliberately ignoring teacher's requests or instructions
- Leaving school grounds without teacher's permission

2. Keep your hands, feet and objects to yourself

Some examples of negative behaviour choices:

- Pushing, kicking, punching, slapping or tackling other people to irritate, upset or hurt. This action is done with intent or aggression.
- Deliberately or in anger, throwing sticks, stones or any other object that might hurt someone or damage something
- Damaging property on purpose
- Aggressive fighting
- Stealing
- Doing anything that may hurt yourself or someone else

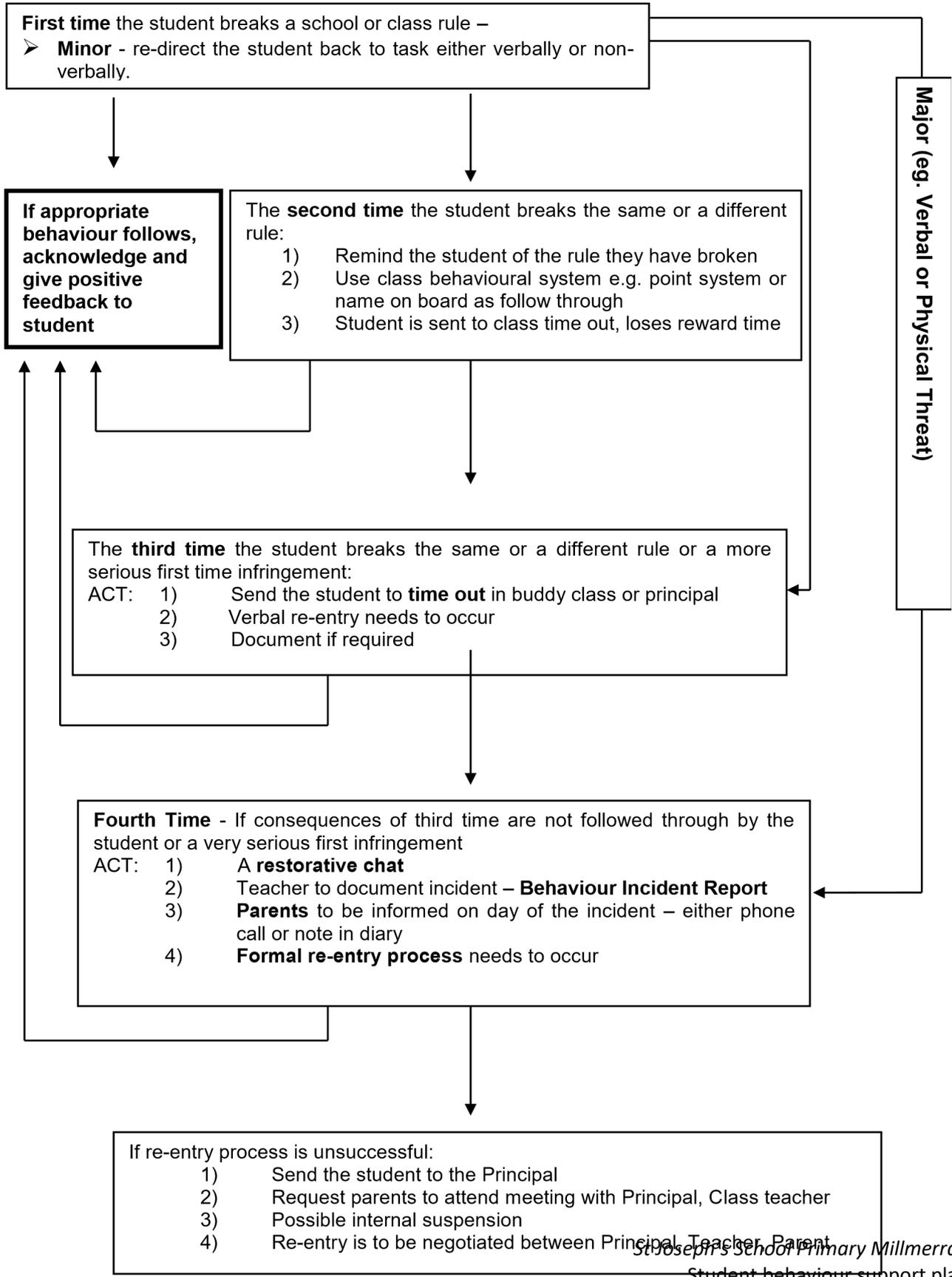
3. Act and speak kindly, gently and politely to others

Some examples of negative behaviour choices:

- Answering back to staff member in an offensive and insolent manner
- Swearing or using rude or offensive speech
- Engaging in obvious bullying behaviour
- Calling people hurtful names
- Deliberately leaving people out of games or activities
- Spitting on others



Consequences of Inappropriate Behaviour – Minor / Major (Correction Plan)





Appendix C

Recognising positive behaviours

Recognising Positive Behaviours

ADMINISTRATION or YEAR LEVEL COORDINATOR

LEVEL 3

AREA OF RECOGNITION

1. Academic Achievement
2. Positive behaviour demonstrated in 3 or more classes
3. Consistent positive behaviour in a range of school settings

POSSIBLE METHOD OF RECOGNITION

1. Rewards Trip
2. Awards Night
3. Administration Awards
4. Student Leadership Positions

HEAD OF DEPARTMENT or YEAR LEVEL COORDINATOR

AREA OF RECOGNITION

- Positive behaviour demonstrated several times in a particular subject
- Consistent positive behaviour in a subject over a school term.
- Positive behaviour consistent demonstrated out of class
- Over 90% attendance rate

LEVEL 2

POSSIBLE METHOD OF RECOGNITION

- Letters of Commendation
- HOD Awards
- Monthly Sports Awards
- End of Semester class activities
- YLC Awards
- Attendance Award
- Merit Slip Prizes

CLASSROOM TEACHER

LEVEL 1

RESPECT YOURSELF

- Being prepared for class
- Being punctual
- Working diligently
- Listening carefully
- Following instructions
- Completing schoolwork and homework

RESPECT OTHERS

- Supporting class mates
- Being polite and well mannered
- Speaking positively
- Being patient
- Being tolerant of others

RESPECT THE ENVIRONMENT

- Take care of equipment
- Maintain a clean and safe environment
- Return borrowed equipment

POSSIBLE METHOD OF RECOGNITION

- Merit Slips
- Reward Activities (End of Class)
- Informal Positive Feedback
- Verbal Praise
- Smiling
- Encouraging Gestures
- Stickers
- Compliment good behaviour
- Positive comments written on student work



Appendix D Sample Student behaviour referral forms

Name of student/s involved in incident					
Person completing form				Date	
Problem behaviour (name it)					
Date of incident		Time incident started		Time incident ended	
Where was the student when the incident occurred?					
Who was working with the student when the incident occurred?					
Where was staff when the incident occurred?					
Who was next to the student when the incident occurred?					
Who else was in the immediate area when the incident occurred?					
What was the general atmosphere like at the time of the incident?					
What was the student doing at the time of the incident?					
What occurred <i>immediately</i> before the incident? Describe the activity, task, event.					



Describe what the student did during the incident.

Describe the level of severity of the incident eg damage, injury to self/others

Describe who or what the incident was directed at.

What action was taken to de-escalate or re-direct the problem?

Briefly give your impression of why the student engaged in the above-described incident.



Office referral form

Name				Location	
Date		Time		<input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Tuckshop <input type="checkbox"/> Toilets <input type="checkbox"/> Hallway <input type="checkbox"/> Oval <input type="checkbox"/> Classroom <input type="checkbox"/> Other (please specify)	
Teacher		Year level			
Referring staff					
Minor problem behaviour		Major problem behaviour		Possible motivation	
<input type="checkbox"/> inappropriate language <input type="checkbox"/> physical contact <input type="checkbox"/> defiance <input type="checkbox"/> disruption <input type="checkbox"/> dress code <input type="checkbox"/> property misuse <input type="checkbox"/> other (please specify)		<input type="checkbox"/> abusive language <input type="checkbox"/> fighting/physical aggression <input type="checkbox"/> overt defiance <input type="checkbox"/> harassment/bullying <input type="checkbox"/> inappropriate display affection <input type="checkbox"/> lying/cheating <input type="checkbox"/> truancy <input type="checkbox"/> other (please specify)		<input type="checkbox"/> obtain peer attention <input type="checkbox"/> obtain adult attention <input type="checkbox"/> obtain items/activities <input type="checkbox"/> avoid Peer(s) <input type="checkbox"/> avoid Adult <input type="checkbox"/> avoid task or activity <input type="checkbox"/> don't know <input type="checkbox"/> other (please specify)	
Administrative decision					
<input type="checkbox"/> loss of privilege <input type="checkbox"/> time in office conference with student <input type="checkbox"/> parent contact			<input type="checkbox"/> individualised instruction <input type="checkbox"/> in-school suspension (____ hours/ days) <input type="checkbox"/> out of school suspension (____ days) <input type="checkbox"/> other (please specify)		
Others involved in incident					
<input type="checkbox"/> none <input type="checkbox"/> peers <input type="checkbox"/> staff <input type="checkbox"/> teacher <input type="checkbox"/> relief teacher <input type="checkbox"/> unknown <input type="checkbox"/> other (please specify)					
Other comments					
Parent/carer name (please print)					
Parent/carer signature					
Date					

Please note: All minor are to be filed with the classroom teacher. Three minors equal a major. All majors require administrator consequence, parent contact, and signature.



Office discipline referral form

Name			
Date		Time	
Referring staff		Year level	
Others involved in incident			
<input type="checkbox"/> peers <input type="checkbox"/> staff <input type="checkbox"/> teacher <input type="checkbox"/> relief teacher <input type="checkbox"/> unknown			
Issue of concern			
Major problem behaviours		Minor problem behaviours	
<input type="checkbox"/> abusive language <input type="checkbox"/> fighting/physical aggression <input type="checkbox"/> harassment <input type="checkbox"/> overt defiance <input type="checkbox"/> tardy <input type="checkbox"/> dress code <input type="checkbox"/> electronic violation <input type="checkbox"/> other (please specify)		<input type="checkbox"/> inappropriate language <input type="checkbox"/> disruption <input type="checkbox"/> property misuse <input type="checkbox"/> non-compliance <input type="checkbox"/> late to class <input type="checkbox"/> other (please specify)	
Location		Possible motivation	
<input type="checkbox"/> playground <input type="checkbox"/> cafeteria <input type="checkbox"/> hallway <input type="checkbox"/> bathroom <input type="checkbox"/> car park <input type="checkbox"/> classroom <input type="checkbox"/> restricted area <input type="checkbox"/> special event <input type="checkbox"/> common area <input type="checkbox"/> other (please specify)		<input type="checkbox"/> attention from peer(s) <input type="checkbox"/> attention from adult(s) <input type="checkbox"/> avoid peer(s) <input type="checkbox"/> avoid adult(s) <input type="checkbox"/> avoid work <input type="checkbox"/> obtain item(s) <input type="checkbox"/> don't know <input type="checkbox"/> other (please specify)	
Describe what happened			
Consequences			
<input type="checkbox"/> lose recess <input type="checkbox"/> lose other privilege (please specify) _____ <input type="checkbox"/> conference <input type="checkbox"/> in-school suspension <input type="checkbox"/> parent contact <input type="checkbox"/> out-of-school suspension <input type="checkbox"/> follow up agreement (see over page)			



Follow up agreement

Name			
Date		Year level	
1. What rule(s) did you break? (circle one or more than one)			
Be Safe	Be Respectful	Be Responsible	
2. What did you want?			
<input type="checkbox"/> I wanted attention from others.		<input type="checkbox"/> I wanted to be in control of the situation.	
<input type="checkbox"/> I wanted to challenge adult(s).		<input type="checkbox"/> I wanted to avoid doing my work.	
<input type="checkbox"/> I wanted to be sent home.		<input type="checkbox"/> I wanted revenge.	
<input type="checkbox"/> I wanted to cause problems because I feel miserable inside.			
<input type="checkbox"/> I wanted to cause others problems because they don't like me.			
<input type="checkbox"/> I wanted _____.			
3. Did you get what you wanted?		<input type="checkbox"/> yes	<input type="checkbox"/> no
4. What will you do differently next time?			
I will be...			
by...			
Student's signature			
Adult's signature			



Appendix E

Weapons and other dangerous items

Toowoomba Catholic Schools (TCS) has a responsibility to create and maintain safe environments for students and staff members.

Consequently, weapons, including knives, and other dangerous items such as ammunition must not be brought to school under any circumstances. Should particular equipment, including knives, be required for a curriculum activity, then this equipment would be provided by the school.

Responding to threats involving weapons and dangerous items

A staff member may form a reasonable suspicion that a student intends to bring a weapon to school, which may involve a threat to harm others. In these circumstances, the staff member must immediately inform the principal, who will in turn contact police. The principal will then work with police to resolve the situation, which may include a police investigation and contact with the student's parents/carers.

Where the risk to students is assessed as immediate, the emergency procedures in the school's Fire and evacuation plan must be followed.

Dependent on the circumstances, the Critical Incident Management procedure may apply.

Responding to weapons and other dangerous items in schools

A staff member may form a reasonable suspicion that a student or other person has brought a weapon or other dangerous item to school. In these circumstances, the following should be followed.

1. Staff members should remain calm and assess the situation.
2. Where the risk to students is assessed as immediate, then the school emergency procedures must be followed.
3. The staff member must notify the principal immediately, including providing the name of the suspected person who has brought the weapon, details of the weapon if known and its location, and any other information that may assist in maintaining the safety of students, staff and volunteers. In circumstances where the staff member cannot access the principal or leave the classroom/area, then a neighbouring teacher or staff member should be contacted, who in turn must contact the principal.
4. On receipt of the information, the principal will determine whether on the available information the police should be contacted or any other emergency procedure initiated. Considerations will include the following



a. the nature and type of the weapon, including whether it is illegal

Please note: Police must be contacted in relation to the suspected possession of any firearm, component of a firearm or ammunition by a student.

b. the age and maturity of the student

c. whether there has been any inappropriate use of the weapon or dangerous item at the school

d. any threats that have been made.

For example, the response to a Prep student bringing a small pocket knife to school for 'show and tell' would be different to a high school student bringing a knife to school and threatening another student.

5. Where the decision is made to contact police, the principal will work with police to establish a process for speaking with the student, securing the weapon and contacting parents/carers.

6. Where the decision is made not to contact police, the principal will arrange to speak with the student and, where safe to do so, ask for the item to be provided to the principal.

7. Should the student refuse or deny possession of the item, then a search of the student's person, locker and/or bag may be required.

Please note: Schools are able to search lockers with or without a student's permission, however, may only search a student's person or school bag with the permission of the student. Should this permission not be provided, then the student and bag should be isolated under supervision, and the student's parents/carers contacted to attend the school. The student's parents/carers can then instruct the student to show the contents of their pockets/school bag.

8. Should the student and the student's parents/carers refuse to give consent for a search to occur, then the police may be contacted.

9. Once the weapon or dangerous item is secured, then the principal would consider the appropriate response following the school's Student Behaviour Support Plan.

10. The weapon or dangerous item would then be returned to the student's parents/carers, unless further assessment deems it necessary to provide the item to police.

11. The management of the incident must be carefully documented and communication must occur with the relevant stakeholders.



“Keeping Safe is everybody’s responsibility”

APPENDIX F

RESTORATIVE CHAT – reflect, repair, reconnect

Restorative Values

- Participation
- Respect
- Honesty
- Humility
- Interconnectedness
- Accountability
- Empowerment
- Hope

The Restorative School

- Clear values defined in terms of behaviour
- Ongoing PD that keeps Restorative Practices in the foreground
- Time spent on getting relationships right and building social skills and social capital
- Staff, students, parents requesting restorative process
- Regular relationship maintenance
- Range of Restorative Practices responses to suit circumstances

To Remember:-

- Spend time on the relationship
- Build goodwill deliberately
- Listen first – be quiet
- Think about the outcomes before deciding on strategy
- Help them understand what harm has been done
- Work on making things right rather than punishment
- Contact parents early. Ask for their support, what they want and hope for their child
- Realise that kids’ brains are a work in progress
- Remember who owns the relationship
- Model, Model, Model



<u>To the wrong doer</u>	<u>To the victim</u>	<u>When stuck</u>
<p>We're here to talk about....</p> <p>What happened?</p> <p>What were you thinking at the time?</p> <p>What have you thought about since?</p> <p>Who do you think has been affected by what you did?</p> <p>In what way?</p> <p>.....</p> <p>What do you need to do to make things right?</p> <p>How can we make sure this doesn't happen again?</p> <p>What can I do to help you?</p>	<p>What did you think when it happened?</p> <p>What have you thought about since?</p> <p>How has it affected you?</p> <p>What's been the worst of it? What's needed to make things right?</p> <p>.....</p> <p>How can we make sure this doesn't happen again?</p>	<p>Was it the right or wrong thing to do?</p> <p>Was it fair or unfair?</p> <p>What exactly are you sorry for?</p>



APPENDIX G: Preventative Strategies

- be aware of the students' environmental context, e.g. family / community events that may influence immediate behaviour
- discuss potential problems with parents before they escalate
- invite the parents regularly into your classroom to share positive achievements establish expectations: clearly articulate and demonstrate the boundaries of pro-social behaviour, e.g. how does our class look / sound / feel if we do the right thing? have class rules prominently displayed and owned by each student
- give students explicit instructions in a clear, calm voice
- provide programmes that are interesting, authentic, provide opportunities for choice, and actively engage students in learning
- create an atmosphere where use of good manners and kind behaviour is visibly appreciated and rewarded
- wait and scan: give students time to follow instructions rather than repeating them immediately and continuously
- introduce reward systems for positive behaviour, e.g. point system, happy chart, marble jar, targeting individual, group and class behaviour
- establish routines so positive behaviours are consistently acknowledged
- give students choices with their natural consequences so students realise that they are responsible for their own actions and consequent outcomes
- negotiate classroom rules and consequences with students and have them each sign a copy to demonstrate their agreement
- promote community interaction and participation
- schedule regular discussions on how to deal with particular incidents of teasing or fighting, consider consequences and model / role-play alternate behaviours
- explicitly teach social skills: make visible interactions between self-esteem, positive behaviours, self-control and other social skills (e.g. how to make and keep friends) use descriptive encouraging to show students which behaviours help them learn, grow and mature
- employ a whole school positive behaviour approach: staff are consistent and work as a team
- use "yes – if" or "when – then" statements if student requests can be approved later use positive descriptions of compliant students to encourage others keep rules positive, simple and short on student requests ask "why not?" rather than "why?" have few and general rather than many specific rules
- give students responsibilities and involve them in decision making
- refer to rules frequently and discuss their meaning regularly, but at least at the beginning of each new school term
- use body language to show approval
- follow through with consequences to avoid escalation of unacceptable behaviours
- use verbal and non-verbal redirection
- send positive notes home regularly
- use selective attending to discourage attention seeking behaviours
- attend in-services / professional exchange opportunities to keep your skills update