

Promoting and reinforcing positive student behaviour and school-wide expectations

Our school has the following rules and expectations:

Rules and expectations
Respectful
Responsible
Safe

Our school uses the following strategies to explicitly teach, recognise and reinforce positive student behaviour and expectations:

Strategy	Details
Proximity	Move closer to student
Ignore, attend, praise	Praise a student demonstrating expected behaviour
Prompt	Low key
Redirect	Restate the expected behaviour
Reteach	Tell, show, practice, acknowledge
Choice	State consequences vs desired behaviour

2.3 Whole school approach at each stage of care continuum

Strategy or Program	Details	Audience
Prevention		
Strong relationships	<ul style="list-style-type: none"> • Small class sizes • Stage based SLSO • Every student has a PLP • Differentiated groups 	Whole school
Explicit teaching and modelling of behaviour	<ul style="list-style-type: none"> • BELL (Behaviour for Effective Learning Lessons) teaching expected behaviours • Extended transition • Early transition for Kindergarten and High School – liaising with preschools and high school 	Whole school
Whole school systems of expectation and positive reinforcement	<ul style="list-style-type: none"> • Star Cards • Rewards day (BELL) • Assembly acknowledgement (daily after each break) • Consistent approach and language used by all staff 	Whole school
Social skills programs	<ul style="list-style-type: none"> • EduPlay practices 3 sessions per week • NME brain breaks – twice daily • Outdoor breaks – 10 mins twice daily (10am and 12:30pm) • SLSO led NME outdoor activities at recess and lunch 	Whole school
Professional learning	<ul style="list-style-type: none"> • Weekly wellbeing staff meetings – professional learning sessions • Weekly wellbeing SLSO meetings 	Whole school
Early intervention		
Professional learning	<ul style="list-style-type: none"> • Targeted BELL lessons as wellbeing issues arise 	Whole school
Preventative Strategies	<ul style="list-style-type: none"> • Proximity • Praise expected behaviour • Low key prompt • Redirect • Reteach 	Whole school
Parent Contact	<ul style="list-style-type: none"> • Classroom teachers regular contact with parents when student behaviour is of concern 	Parents, Classroom teachers

Strategy or Program	Details	Audience
Targeted intervention		
Whole school script	<ul style="list-style-type: none"> • “Your instruction is” • Take up time for students • “The instruction is not going away and will not change” • “Keep it small” • Immediate positive reinforcement when instruction followed. • Learning continues 	Whole school
Time out system	<ul style="list-style-type: none"> • Buddy classes • 10 min time out for repeated negative behaviour • Re-entry to classroom – supported by staff • Student seeks permission to re-enter classroom. Teacher welcomes student back and uses strong sense of belonging language (You belong in this class) 	Whole school
Parent contact	<ul style="list-style-type: none"> • Executive regular contact with parents when student behaviour is of concern 	Executive, parentst
Class evacuations	<ul style="list-style-type: none"> • Team teaching class ensures 	Whole school
Restorative Practice	<ul style="list-style-type: none"> • Re-entry to classroom – supported by staff • Student seeks permission to re-enter classroom. Teacher welcomes student back and uses strong sense of belonging language (You belong in this class) • Apology for behaviour – could be directed towards staff member or student 	Whole school
Referrals	<ul style="list-style-type: none"> • Students are referred to allied health and behaviour support providers where required. These may include: LaST, School Counsellor, Delivery Support and WHIN nurse 	Whole school
Individual intervention		
Pink Slip process	<ul style="list-style-type: none"> • Slip sent to Office when behaviour has escalated beyond classroom management strategies • Executive support in managing situation • Support provided allowing student to self regulate (no time frame on this part of the process) 	Whole school

Strategy or Program	Details	Audience
	<ul style="list-style-type: none"> • Re-entry to classroom – supported by staff • Student seeks permission to re-enter classroom. Teacher welcomes student back and uses strong sense of belonging language (You belong in this class) • 2 min consequences at recess break with executive 	
Parent Contact	<ul style="list-style-type: none"> • Executive contact parents when student behaviour is continuing to be of concern 	Executive, parents
Monitoring Cards	<ul style="list-style-type: none"> • Blue Card (Level 2) • Green Card (Level 3) • Hourly targeted check ins with classroom teacher, duty teacher and executive over the course of 1 week • Aim is for majority positive encounters 	Whole school, parents
Individual Behaviour Support Plans	<ul style="list-style-type: none"> • Created with the LaST team, parents and student 	LaST team, school counsellor, parents, students, classroom teacher
Behaviour Response Plan	<ul style="list-style-type: none"> • Created with the LaST team, parents and student 	LaST team, school counsellor, parents, students, classroom teacher
Risk Management Plans	<ul style="list-style-type: none"> • Created for students in crisis 	LaST team, school counsellor, classroom teacher
Recording of behaviour	<ul style="list-style-type: none"> • Behaviour recorded on ERN • Weekly report of whole school behaviours conducted by Executive • Behaviours communicated to staff at wellbeing professional learning meetings 	Whole school
Restorative Practice	<ul style="list-style-type: none"> • Re-entry to classroom – supported by staff • Student seeks permission to re-enter classroom. Teacher welcomes student back and uses strong sense of belonging language (You belong in this class) 	Whole school

Strategy or Program	Details	Audience
	<ul style="list-style-type: none"> Apology for behaviour – could be directed towards staff member or student Student to reset classroom or playground if any mess made 	
Funding	<ul style="list-style-type: none"> Application for Integration Funding Support through Access Requests 	School Counsellor LaST team Classroom teacher Parents
Intervention	<ul style="list-style-type: none"> School Counsellor may support students by providing counselling, assessment and intervention services. 	Counsellor LaST team Parents Students

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Teacher Directed Time Out	<ul style="list-style-type: none"> Buddy class – organised at the beginning of each year and remains the same throughout the year. Maximum time 10 mins Students walked to and from buddy class with SLSO Re-entry processes after time out – what went wrong? -what will you do next time? -Teacher reinforces sense of belonging (You belong in this class) 	*Classroom teachers *SLSO	Blue cards filled in and stored by class teachers
Recess Consequences	<ul style="list-style-type: none"> Maximum 10 mins. Most consequences are 2 mins in length. Designated classroom with supervising teacher and executive support when required Discussion after minutes completed. – what went wrong? 	Executive team Classroom teachers	Student, date and time of consequence recorded manually in school designed spreadsheet.

Action	When and how long?	Who coordinates?	How are these recorded?
	-what will you do next time?		
Recording of consequences	<ul style="list-style-type: none"> Students in attendance for consequences recorded by supervising teacher. Executive to enter data at the end of each week. 	Classroom teachers Executive team	Student, date and time of consequence recorded manually in school designed spreadsheet.
Restorative Practice	<ul style="list-style-type: none"> In consequence room conversation is <ul style="list-style-type: none"> - what went wrong? -what will you do next time? -Teacher reinforces sense of belonging (You belong in this class and school) 	All	Student, date and time of consequence recorded manually in school designed spreadsheet.