



## Mosman Church of England Preparatory School

### Behaviour Policy 2026

#### Policy Statement

The School focuses on developing positive lifelong behaviours that accord with the School's Mission, Purpose, and Core Values of Faith, Respect, Responsibility, Excellence and Community.

The School has a duty of care to ensure a safe and supportive environment for its students and staff. Encouraging, guiding and nurturing healthy interpersonal behaviour is expected in all lessons, school environments, interactions and activities. This is achieved by ensuring:

1. A consistent approach by all staff towards behaviour
2. Clear and consistent expectations of behaviour
3. Appropriate follow up in circumstances for the purpose of positive change
4. Appropriate documentation is completed for the purpose of review and progress.

These are upheld by believing that each student wants to:

1. Enjoy school life
2. Develop and maintain good friendships
3. Have pleasing achievements in a breadth of areas
4. Learn and grow in their abilities, skills and knowledge
5. Learn and grow in their character, and understanding of self.

As part of its mission and purpose the School has procedures and programs to ensure that students are educated in ways that will advance their wellbeing and their personal and social development. The Schools Code of Conduct Statements provide clear descriptors of positive, appropriate behaviour that is expected of all boys at Mosman Prep. Modelling by staff, parents and peers is an important component. Nurture, encouragement, example, consistent and high expectations of behaviour, and development of responsibility are integral to our approach to pastoral care in partnership with the parents within the school community.

If and when behaviour is inappropriate, wellbeing procedures will be applied depending on the behaviour. Behaviour expectations will be approached in a positive and reflective way, focusing on how to teach and support the student towards positive change. This guidance is relevant to the continuum of levels of behaviour where instruction and support is facilitated with various intensity and input. Where a student is needing continual guidance, an Individual Growth Plan can be organised whereby consistent guidance is enabled when multiple teachers are involved.

Where the behaviour of a student has threatened the safety of others, the Headmaster or a member of the Mosman Prep Executive in his absence can exercise appropriate intervention and action to firstly ensure the safety of others, and secondly to initiate a process towards assisting the student towards the cessation of this behaviour. Where appropriate, this might include suspension or expulsion.

## The School's Code of Conduct - Promotion of Positive Behaviours

The School Code of Conduct is to promote and make explicit for students, positive behaviours expected in all contexts across the school. It translates our School Values of Faith, Respect, Responsibility, Excellence and Community into simple but effective language accessible to all students. The statements below are displayed in each classroom and referred to on a regular basis. The four Code of Conduct statements are:

1. I will respect everyone and everything
2. I will be responsible for myself and others
3. I will be kind and caring
4. I will strive to do my best

### Encouraging Positive Behaviours

The School Values and the Code of Conduct is displayed in positive behaviours and attitudes. Underneath the demonstration of positive behaviour is positive thinking and an attitude of seeking to not only improve one's character, but to also seek to enable others towards their own positive development. [Some behaviours that can demonstrate this are:](#)

<b>FAITH</b> <b>Seek to love others.</b> <b>Learn about God and the teachings of Jesus.</b> <b>Be thankful for all we have.</b> <b>Show humility in all endeavours.</b>			
<b>RESPECT</b>	<b>RESPONSIBILITY</b>	<b>COMMUNITY</b>	<b>EXCELLENCE</b>
<b>I will show respect for everyone and everything</b>	<b>I will be responsible for myself and others.</b>	<b>I will be kind and caring</b>	<b>I will strive to do my best</b>
Listening actively	Persevering through challenges	Caring for and including others	Producing consistent quality work
Taking turns and showing patience	Flexibility in working collaboratively or individually	Displaying empathy	Positively engaging in learning
Being courteous and cooperative	Enabling and facilitating friendships for self and others	Affirming others and their efforts/achievements	Building on effort and reflecting on how to improve
Good sportsmanship	Being well groomed	Volunteering to help	Solving problems productively
Consider personal space	Being well organised	Compassionate towards others.	Positive Academic progress

<b>Cont.</b>			
<b>RESPECT</b>	<b>RESPONSIBILITY</b>	<b>COMMUNITY</b>	<b>EXCELLENCE</b>
Appreciating other cultures, people group values	Communicating effectively		Applying a flexible thought process to learning
Appreciating other points of view	Resilient, resourceful and cooperative in the face of challenge.		Pursuing personal goals
Greet others			Speaking confidently and clearly
			Being proactive in physical, emotional and spiritual self care.

### Consideration for Effective Teaching and Learning

All classrooms are to be differentiated to allow each student to access the curriculum at the appropriate level. A continuum approach is required where students are provided work characterised by different and unique levels of support, depending on the location of the student on the learning continuum. This creates opportunities for various staff to be involved in their specialist capacity.

More specifically, this means each lesson should have a clear learning intention aimed at conceptual understanding from the curriculum. The teacher aims to show/model/demonstrate a learning activity to achieve this conceptual understanding. Opportunities are then provided for students to undertake a similar learning activity with varying degrees of difficulty. Students can undertake this activity at the appropriate level of difficulty for them, under the direction of their teacher. The task is to be created in a way that allows for students to move upwards or downwards in regards to this level of difficulty, as they and their teacher gain feedback about their progress. Enabling and acknowledging the fluidity of learning in this way for each student contributes to communicating the teacher's value of each student and their belief in him wanting to learn, grow and succeed (Willan, 2018) (See Appendix 1). Please refer to the Curriculum Policy for more detail.

### Redirecting Unfavourable Behaviour

We believe that every child wants to succeed, be well connected to others and contribute positively to those around them. We acknowledge that some children do not have the necessary skills or understandings to make this possible. Children are growing in their understanding of themselves, those around them and their environments as understood in the stages of cognitive, emotional and physical development. Their development is nurtured and/or influenced by significant others in their lives, namely:

1. Their parents/carers,
2. Their teachers,
3. Their peers,
4. Other family members,
5. Leaders at church or
6. Leaders at other community or sport organisations.

Their development is nurtured through adult leadership, guidance and role modelling while it is also influenced by their peers as they interact, learn and navigate experience together.

Redirecting children towards a helpful pathway, a wiser decision or better choice is part of our obligation as adults. As far as possible, students are to be redirected towards a positive direction when poor choices are being made. Each situation is an opportunity to teach the student more helpful options, which in turn will enable growth in their character and thought processes. Students can learn to problem solve effectively and to embrace challenges positively. Redirecting is best done by those in close relationship with children (ie. often this will be the class teacher)

Using Social and Emotional Learning (SEL) programs as a point of reference linking life choices and circumstances, can reinforce the relevance of what is being taught and empower the student in choosing concrete and practical ways to move towards a positive choice in behaviour (see Pastoral Care and Emotional Wellbeing Policy and Procedures).

Where a student continues to demonstrate poor choices in behaviour, regular monitoring and guidance will be conducted as described in the Pastoral Care and Emotional Wellbeing Policy and Procedures.

All staff will be informed of issues arising to monitor student responses during all classes and in the playground. Observations collected will then inform further actions to be taken by the Deputy Headmaster.

Continued support and guidance for all students will be maintained by the classroom teacher and where appropriate through the School Counsellor and/or Chaplain.

Should the matter of expulsion be considered in addition to applying the above process the matter will be referred by the Headmaster to the Chairman of School Council prior to a final decision being made.

## **Behaviour Procedures**

The relationship with significant others enables a process of discovering, learning, growing, trialling, gaining confidence in responsibility and making wise choices. The teacher-student relationship and the behavioural guidance through this relationship enables a student in this same journey where their personal school experience manifests healthy independence and development.

## **Responding to Positive Behaviour**

Prior to considering how to respond to a student's behaviour, it is critical that the class teacher proactively develops a plan which enables the student to thrive in his learning and relationships within the class environment. This can be done by using for example, the *Positive Learning Framework* (see Appendix 1).

This framework can be used to self-evaluate and make suitable changes to the flow of class and the delivery of lessons, paying attention to class dynamic, peer interaction, peer contribution, individual strengths and challenges as students and the class as a whole interacts with the class teacher.

Within this, *positive reinforcement* is to be the paramount means towards nurturing the motivation in students towards displaying the desired behaviours listed in the table. Strengthening motivation carries a desire to do well and diminishes the need for inappropriate behaviour. *Positive reinforcement* is most effective in changing inappropriate behaviour to positive engagement in class, with peers and with teachers.

Positive Reinforcement starts with:

- The positive environment of the classroom.
- The positive relationship formed and interest shown by the teacher to the student.
- Enabling positive interactions by understanding the relationships between peers.
- Applying a process of reflection and gratitude which can build intrinsic motivation and a personal sense of progress.
- Reminders of what is expected and what is to be gained.
- Self-evaluation of language, tone, posture, presence in the classroom, eye contact and active listening.

Positive Reinforcement is then carried out in a meaningful manner by considering the following:

1. The words used are directed towards what the student has done to earn the positive reinforcement.
2. The delivery of the positive reinforcement is done sensitively if in front of other students who might hear.

The timing and place of the delivery might be better received if done privately or quietly. It is then actioned with the following as guided examples:

- Being on the lookout – catching students displaying the positive behaviours.
- Giving differential attention – intentionally ignoring inappropriate behaviour and returning attention when behaviour is no longer there.
- Using positive gestures - e.g., thumbs up, silent clap, smile, nod, high 5.
- Labelling praise - e.g., I can see how neatly you are writing.
- Showing gratitude/thankfulness - e.g., thank you for sitting quietly.

Positive behaviour can be rewarded through:

- Quiet time to read, draw, construct, write or play educational activities on ipads.
- Quiet play in pairs.
- Opportunities for independent and responsible action, e.g. assistance in classroom
- Choosing a favourite game to be played by the whole class.

In addition to daily experiences within the classroom and playground, positive reinforcement is delivered by acknowledging students:

1. Weekly: At the School Assembly students from each class are acknowledged for their positive behaviour (with regard to the School's Values and Code of Conduct), which models for others appropriate behaviours and attitudes to emulate.
2. Termly: At the Honours Assembly, certificates are awarded at the end of each term for:
  - Outstanding academic performance;
  - Significant contributions to the community and;
  - Continuous effort to acknowledge and value student effort and achievements.
3. Yearly: At Speech Night a variety of awards reflecting significant and consistent excellence for academic effort, academic achievement and contributions made to the community are presented.

### Responding to Unfavourable Behaviour

Unfavourable behaviours have been grouped into three categories: inappropriate, undesirable and intrusive. The following table provides a guide rather than being exhaustive:

<b>Inappropriate</b>	<p><b>In the classroom</b> Not on task with attention elsewhere. Speaking at an inappropriate time. Sitting inappropriately.</p> <p><b>In the Playground</b> Playing in an unsupervised area.</p>
<b>Undesirable</b>	<p><b>In the classroom</b> Interrupting other student's learning. Not following instruction after 3 repeats. Disregarding instruction with uncooperative behaviour.</p> <p><b>In the Playground</b> Disobeying the playground rules.</p> <p><b>On school grounds:</b> Continued tardy arrival (lateness, uniform).</p>
<b>Intrusive</b>	<p><b>In the Classroom</b> Using inappropriate language to another student or the teacher. Being unsafe using physical means to express anger or frustration. Being deliberately hurtful to another or to property.</p> <p><b>In the Playground</b> Showing disrespect to the environment (litter). Excluding others from play. Playing in a detrimental competitive manner. Playing in a manner which is harmful to others and/or self.</p>

Teacher’s response to inappropriate behaviour is to be framed in a positive and affirming manner (verbally and nonverbally) communicating to the student that he is valued, respected and supported. Our immediate response is to be one of seeking to understand the context of the inappropriate behaviour so that helpful guidance can be given.

Proactive steps will be taken in setting behavioural and learning expectations clearly for students at the beginning of lessons and continually affirmed and referenced in the course of the lesson. The following practices are to be implemented with the knowledge of each student and his individual needs in mind recognising that use at an individual level needs to be supported by the broader system.

### Reflective Practices

The following questions give an open-ended questioning framework which allows conversation to happen between the staff member and the student. These questions model listening, understanding, respect and responsibility as the student is facilitated through the process. The overall aim is to increase self-awareness in the student, enable self-management and responsibility, towards reconciliation in peer relationship. This process is strengthened through SEL and the building of SEL competencies in the individual students and the school community (see Appendix 2).

### Reflective Practices questions

Open-ended questions	Intent
What happened? How did it happen? How did you act in this situation? How did (peer’s name) act in this situation? Who do you think was affected? How did this affect him/them? How did this affect you? What do you think needs to happen to make things right? If you find yourself in the same situation again how could you behave differently?	Bring the discussion into the specific situation with good listening, gentleness and kind posture.  Draw out who was affected and how they were affected.  Direct questions toward problem solving what needs to happen to ‘make things right’ and what is committed to in the future.

The L.A.T.E model (adapted by Prof D. Cross) gives guidance on how to listen acknowledge, talk and encourage (See Appendix 3).

### In the Classroom

When inappropriate or undesirable behaviour occurs, the teacher of any class can be guided by the following graduated steps. These steps are a guide and dependent on knowing the student, his needs and understanding broader impacting issues.

Discretion is left to the teacher on how often a student is given the opportunity to reset his behaviour.

1. Praising the students meaningfully in class who are acting in accordance with clearly outlined behavioural expectations (Bernier, 2012)
2. Quiet reminder to the student of expectations with a positive redirection towards desired behaviour (e.g., a look, hand gesture, body language or standing beside a student, pause in talking, quiet work to the student, use of the student's name).
3. Quiet and direct conversation asking the student what might be troubling them and causing them not to focus and work well.
4. Direct action to break the cycle of the behaviour towards redirection into desired behaviour (e.g., move student to another part of the room to work for the remainder of that one lesson only; student takes incomplete work home to be done under the supervision of parents, and returned the next day. Consideration would need to be given to the capacity for a student to complete work independently)
5. Where behaviour continues, student is to be moved to a reflection space in the classroom for 5 minutes total with the following questions to consider:
  - a. What happened?
  - b. How did you act in this situation?
  - c. What do you need to do to make things right?
  - d. Student and teacher reflect together and the student is returned to their desk.
6. Where behaviour continues on a regular basis the student is sent to the other year group class for one lesson only (or part of a lesson) to **continue learning**. After the lesson, the student returns to class. This facilitates keeping the student as close as possible to their natural learning environment. The intention here is to give the student the opportunity to reengage positively. When this step is actioned the School Counsellor is to be informed so that further observation can be organised.
7. Parents are to be contacted to invite them to discuss the current situation and to work closely with the teacher towards positive outcomes for their child.
8. An Individual Growth Plan is considered and formed if it is decided that such a plan will support the student towards positive growth and outcomes.

Specialists are to ensure steps 1-5 are followed before requesting further steps to be taken from the class teacher.

*Continued inclusion in the classroom has been found to be more effective in changing behaviour than enabling a negative consequence. Negative consequences diminish undesirable behaviour immediately, but do not enable the student to change their behaviour, therefore there will be repeated occurrences. In addition, students who are given negative consequences are more likely to isolate themselves from their peers, students or seeking help (Abreu, 2008).*

*Teacher/student relationships can also be fractured. Teacher needs to be empowered and seen by the student as having authority, rather than having their integrity as the class leader eroded.*

## In the Playground

Supervision of the playground is to be proactive, engaging students in friendly conversations and reminding them about appropriate behaviours that follow playground rules. Continual movement, keen observation and positive interaction by staff is expected while on duty. All incidences will be managed through the reflective practice question framework. Staff should be looking for opportunities to build relationship, while maintaining vigilance and duty of care.

All Staff on duty are to educate and help students play and socialise in a positive manner keeping the Code of Conduct mindful as a foundation.

Similar steps for the classroom are to be used.

1. Praising the students who are acting in accordance with clearly outlined behavioural expectations.
2. Reminder to the student of expectations with a positive redirection towards desired behaviour (e.g., a look, hand gesture, body language, standing in proximity to student, use of the student's name).
3. Enabling natural consequences (e.g., Restricted playground, not playing a specific game for that break time) for undesirable behaviour (e.g., engaging in rough play - including with hats, out of bounds play).
4. Direct conversation asking the student what might be troubling them and causing them to behave the way he is.
5. Direct action to break the cycle of the behaviour towards redirection into desired behaviour (e.g., play another game, choose another friend, move away).
6. Where behaviour continues, student is to be moved to a reflection space with the following questions to consider:
  - a. What happened?
  - b. How did you act in this situation?
  - c. What do you need to do to make things right?
7. Staff on duty are to report what happened to the class teacher by the end of that school day. The same procedure is to be followed offsite (Terrey Hills, excursions).

## Management of Intrusive Behaviours

The following steps are to be taken:

1. Follow the strategy for responding to specific behaviour firstly by the appropriate staff member.
2. Call for help using an available communication device.
3. Help to be contacted is firstly the Deputy or the Delegated Manager.
4. Ensure duty of care for all students by the 3<sup>rd</sup> teacher on duty or an available specialist teacher (Literacy/Numeracy teacher, Teacher Assistant or an available specialist teacher).
5. Once help arrives, student is to be escorted to a safe and quiet place for calming with the appropriate staff member and Deputy.
6. Parents are to be contacted by the Deputy or Headmaster to collect their child as appropriate.

## Suspension, Exclusion or Expulsion

Where a student's behaviour is such that it warrants exclusion, suspension or expulsion, procedural fairness is to be accorded to the student and parents. In this policy procedural fairness means that, in the case of matters where exclusion, suspension, or expulsion are being considered, the person against whom an allegation of inappropriate behaviour has been made and/or his parents both have the right to know: the process by which the matter will be considered; know of any allegations; and be allowed to respond to the allegations.

Implicit in any processes used is the right to an unbiased decision through impartiality being accorded in any investigation conducted.

Should the matter of expulsion be considered in addition to applying the above process the matter will be referred by the Headmaster to the Chairman of School Council prior to a final decision.

## Behaviour Guidance Summary Document

A guidance document has been devised for staff to refer to quickly for appropriate action in managing behaviour. (Appendix 4 – Behaviour Guidance Summary Document)

## Appendices:

### Appendix 1.

Mc Donald, T 2010 Positive Learning Framework: Creating Learning Environments in Which All Children Thrive, Reclaiming Children and Youth 19.2 (Summer 2010) 16-20

### Appendix 2.

Core SEL Competencies

<https://casel.org/core-competencies/>

### Appendix 3

The L.A.T.E model.

### Appendix 4.

Behaviour Guidance Summary Document

## References:

Abreu, P.R., Santos, C.E., (2008). *Behavioural Models of Depression: A Critique of the Emphasis on Positive Reinforcement*. International Journal of Behavioural Consultation and Therapy, 130-145

Auld, Ruth G., Belfiore, Philip J., Scheeler, Mary Catherine. (2010). *Increasing Pre-service Teachers' Use of Differential Reinforcement: Effects of Performance Feedback on Consequences for Student Behavior*. 19: 169-183.

Bernier, Stephen., Simpson, Cynthia G., Rose, Chad A. (2012). *Positive and Negative Reinforcement in Increasing Compliance and Decreasing Problematic Behavior*. National Teacher Education Journal. 45-51.

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Maag, John W. (2001). Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools, 173-186

Malala, John. (2009). *Rethinking Adult Learning: Video Games, Adult Education, and Life Applications. The International Journal of Learning.*563-573.

Rumfola, Lindsey Marie, 2017 *Positive Reinforcement Positively Helps Students in the Classroom.* A thesis submitted to the Department of Education of The College of Brockport, State University of New York, in partial fulfilment of the requirements for the degree of Master of English in Education

*Strategies for Promoting Positive Behaviours*, The Centre for Advanced Study of Teaching and Learning (CASTL), University of Virginia, 2013

Street, H & Porter, N 2014 *Better than Ok: Helping Young People to Flourish*, Fremantle Press, W.A Aust.

Willans, A & Williams, C 2018 *Freedom to Learn: Creating a Classroom Where Every Child Thrives*, New Society Publishers



The Positive Learning Framework (PLF) model builds on the theoretical foundations of universal needs as described in the Circle of Courage. PLF offers a positive lens through which one can view students, behaviour, and instruction. This unique model draws on emerging findings in resilience research, restorative practices, and positive youth development.

# Positive Learning Framework: Creating Learning Environments in Which All Children Thrive

*Tim McDonald*

## *Introduction*

Student misbehaviour becomes a problem when students fail to engage in the academic program, challenge the authority of teachers, disrupt the order of the school, and threaten the well-being of other students. Student misbehaviour is a problem for in-service teachers (Charles, 2002) and an issue for teacher educators who want to learn how best to prepare pre-service teachers for the complex demands of the classroom and school life. There is little argument that student behaviour is linked to academic success at school. Schools in the Western world are under increasing pressure to lift standards or levels of achievement while, at the same time, principals are reporting growing numbers of students who are difficult to teach (Angus et al., 2009).

The Positive Learning Framework (PLF) addresses these issues of student behaviour and academic achievement in a three-phase model that emphasises quality learning environments where children have the potential to thrive. A quality learning environment:

1. is concerned with the level of teacher awareness and skills and strategies to prevent student indiscipline
2. identifies the centrality of instruction in classroom management and focusses on lesson design and instructional techniques
3. explores the strategies used by teachers to de-escalate conflict in order to work with students who continually exhibit challenging behaviour; employs the skills to re-engage students in learning following such indiscipline.

## Appendix 2:

Core SEL Competencies  
<https://casel.org/core-competencies/>



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Behaviour Policy

## Appendix 2: Cont.

Core SEL Competencies  
<https://casel.org/core-competencies/>

**SELF-AWARENESS**

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

**SOCIAL AWARENESS**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

**RESPONSIBLE DECISION-MAKING**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

**SELF-MANAGEMENT**

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

**RELATIONSHIP SKILLS**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



## Appendix 3:

# LATE MODEL

Listen

Acknowledge

Talk about options

End with encouragement

### ***Listen***

- Thank the student for sharing the information with you.
- Ask open-ended questions
- Use encouraging ways to help students to talk with you, such as talking should to shoulder e.g.: 'walking and talking' and gentle prompts such as "go on", "Hmm".
- Be careful not to interrogate.
- Allowing for silences is okay. Prompt if silence goes on too long.
- Paraphrase what the student has said to you, to let them know you were listening.

### ***Acknowledge***

- Repeat the information in your own words to ensure you have accurately understood what has been said.
- Use reassuring statements such as:

*"It sounds like you are having a tough time" or "That sounds pretty tough".*

- Remind the student that bullying is not acceptable and as the person being targeted s/he is not at fault or to blame for what is happening.
- Demonstrate empathy by making statements such as:

*"I can see you are really upset about what has happened"*

- Reflect on your understanding of how this situation is making them feel, such as: *"So you are worried that if you spend time with other groups, your friends will disown you?"*

- If you are not sure what they are saying, clarify it in your own words and give them the chance to agree with you or correct your understanding such as: *“Have I got this right....?”*

### ***Talk about options***

- Students want to feel in control of their own problems
- Ask the student what s/he has tried already and if it has worked

*“What did you try when this happened?”*

*“How did that work?”*

*“Would you use it again if there was a next time?”*

*“What else could you do if there was a next time?”*

*“Did that work? Would you consider trying that next time?”*

- Ask the student what they would like you to do to help/support them
- Ask the student if it is okay for you to give him/her suggestions

### ***End with encouragement***

- End with an encouraging statement which gives the student a feeling of hope

*“I think you have explained what is going on really well”*

*“Your ideas about what might sort this out sound pretty good to me”*

- Explain that if s/he would like to come back to talk with you again they are very welcome to do so.

*“So how about trying the actions you have suggested and then come and let me know how it goes. If it doesn’t work, then together we can try to think of other ways to tackle this”.*

## Appendix 4: Behaviour Summary Document

### Policy Statement

The School has a focus on developing positive lifelong behaviour that accords with the School's Mission and Purpose. It also has a duty of care to ensure a safe and supportive environment for its students and staff.

<p>Encouraging, guiding and nurturing healthy interpersonal behaviour is expected in all lessons, school environments, interactions and activities. This is done by ensuring:</p> <ol style="list-style-type: none"> <li>1. a consistent approach by all staff</li> <li>2. clear consistent expectations</li> <li>3. appropriate follow up</li> <li>4. appropriate documentation</li> </ol>	<p>These are upheld by believing that each student wants to:</p> <ol style="list-style-type: none"> <li>1. Enjoy school</li> <li>2. Have good friendships</li> <li>3. Have pleasing achievements</li> <li>4. Learn and grow in their abilities</li> <li>5. Learn and grow in their character</li> </ol>
<p>Staff are to:</p> <ol style="list-style-type: none"> <li>1. Build a positive and caring relationship with each student in their class.</li> <li>2. Model what is expected by their own body language, tone of voice, manners and work ethic.</li> <li>3. Recognise and affirm desired attitude and behaviours with a 4:1 ratio as a guide for reinforcement to correction feedback.</li> <li>4. Redirect inappropriate or undesirable behaviours towards either the task at hand or an attention break strategy.</li> <li>5. Be prepared for a short-term increase in unwanted behaviour whilst strategies are used and maintained. Be consistent.</li> </ol>	

"Compliance and motivation are not the same thing. Young people need to learn, not in order to gain our approval, but to find their own way to be better than ok" (Dr Helen Street, Better than Ok: Helping Young People to Flourish at School and Beyond, 2014)

The School Values and the Code of Conduct is displayed in positive behaviours and attitudes.

<b>FAITH</b> Seek to love others. Learn about God and the teachings of Jesus. Be thankful for all we have. Show humility in all endeavours.			
<b>RESPECT</b>	<b>RESPONSIBILITY</b>	<b>COMMUNITY</b>	<b>EXCELLENCE</b>
I will show respect for everyone and everything	I will be responsible for myself and others	I will be kind and caring.	I will strive to do my best
Listening actively	Flexible in working collaboratively or individually	Caring for and including others	Producing consistent quality work
Taking turns and showing patience	Enabling and facilitating friendships for self and others	Displaying empathy	Positively engaging in learning
Being courteous and cooperative	Being well organised	Affirming others and their efforts/achievements	Building on effort and reflecting on how to improve
Good sportsmanship	Being well groomed	Volunteering to help	Solving problems productively
Appreciating other cultures, people group values.	Persevering through challenges	Compassionate towards others	Positive Academic progress
Appreciating other points of view	Communicating effectively		Applying a flexible thought process to learning
Consider personal space	Resilient, resourceful and cooperative in the face of challenge		Pursuing personal goals
Greet Others			Speaking confidently and clearly
			Being proactive in physical, emotional and spiritual self-care

## Behaviour Guidance Procedures

<p><b>Positive Behaviour</b></p> <ul style="list-style-type: none"> <li>Choose the positive behaviours you want to see more often.</li> <li>Choose the undesirable behaviours you want to reduce.</li> <li>Change the wanted behaviours periodically.</li> <li>Monitor what reinforcements work for particular students.</li> <li>Be consistent in the delivery of reinforcement and as far as possible immediate.</li> <li>Use 4:1 ratio consistently. (Some research suggests 6:1)</li> <li>Ask students to list 3 things they are grateful for daily.</li> <li>Ask students to list 3 things they have done well daily.</li> <li>Avoid blanket praise, e.g well done or good work.</li> </ul>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Be on the lookout - catch students displaying the positive behaviours</li> <li>Differential attention - intentionally ignoring inappropriate behaviour and returning attention when behaviour is no longer there.</li> <li>Gestures - e.g. thumbs up, silent clap, smile, nod, high 5</li> <li>Labelled praise - I can see how neatly you are writing.</li> <li>Gratitude/thankfulness - e.g. thank you for sitting quietly</li> <li>Quiet time to read or draw, or play on ipad.</li> <li>Bonus points for house.</li> <li>Quiet play in pairs.</li> <li>Give an opportunity towards a responsible action - e.g. assisting in the classroom.</li> </ul>
<p><b>Inappropriate In the classroom</b></p> <ul style="list-style-type: none"> <li>Not on task with attention elsewhere.</li> <li>Speaking at an inappropriate time.</li> <li>Lying on the floor.</li> <li>Incomplete work.</li> </ul> <p><b>In the Playground</b></p> <ul style="list-style-type: none"> <li>Playing in an unsupervised area</li> </ul>	<p><b>Strategies and outcomes Level 1:</b></p> <ul style="list-style-type: none"> <li>Non-verbal redirection</li> <li>Redirection with assurance of instruction understanding.</li> <li>Move around class and stand near student.</li> <li>Reset opportunity with reflection.</li> <li>1:1 conversation with student reminding of expectations.</li> <li>1:1 conversation and reflection on obstacles to completing.</li> </ul>
<p><b>Undesirable In the classroom</b></p> <ul style="list-style-type: none"> <li>Interrupting other student's learning</li> <li>Not following instruction after 3 repeats.</li> <li>Disregarding instruction with uncooperative behaviour.</li> </ul> <p><b>In the Playground</b></p> <ul style="list-style-type: none"> <li>Disobeying the playground rules.</li> </ul>	<p><b>After Level 1 has been used as effectively as possible.</b></p> <p><b>Strategies and outcomes Level 2:</b></p> <ul style="list-style-type: none"> <li>Move student to another location in class/playground (reflection space)</li> <li>Have a debrief with the student daily (use positive behaviour strategies).</li> </ul>

<p><b>On school grounds:</b></p> <ul style="list-style-type: none"> <li>Continued tardy arrival (lateness, uniform)</li> </ul>	<ul style="list-style-type: none"> <li>Point out the positive reinforcements gained and the natural consequences received.</li> <li>Set goals through written reflection.</li> <li>Possible withdrawal of a privilege.</li> <li>Consideration of an Individual Growth Plan.</li> <li>Open discussion with parents.</li> </ul>
<p><b>Intrusive</b></p> <p><b>In the Classroom</b></p> <ul style="list-style-type: none"> <li>Using inappropriate language to another student or the teacher.</li> <li>Being unsafe using physical means to express anger or frustration.</li> <li>Being deliberately hurtful to another or to property.</li> </ul> <p><b>In the Playground</b></p> <ul style="list-style-type: none"> <li>Showing disrespect to the environment (litter)</li> <li>Excluding others from play.</li> <li>Playing in a detrimental competitive manner.</li> <li>Playing in a manner which is harmful to others and/or self.</li> </ul>	<p><b>After Level 2 has been used as effectively as possible.</b></p> <p><b>Strategies and outcomes Level 3:</b></p> <p>The following steps are to be taken:</p> <ol style="list-style-type: none"> <li>Follow the strategy for responding to specific behaviour firstly by the appropriate staff member.</li> <li>Call for help using an available communication device.</li> <li>Help to be contacted is firstly the Deputy or the Delegated Manager.</li> <li>Ensure duty of care for all students by the 3<sup>rd</sup> teacher on duty or an available specialist teacher.</li> <li>Once help arrives, student is to be escorted to a safe and quiet place for calming with the appropriate staff member and Deputy.</li> <li>Parents to be contacted by Deputy or Head as appropriate with the possibility of collection to go home.</li> </ol> <p>Consider:</p> <ul style="list-style-type: none"> <li>Compensation for damages where property was damaged.</li> <li>Letters of apology.</li> <li>Face-face apology and asking for forgiveness.</li> </ul>

## Reflective Practices

The overall aim is to increase self-awareness in the student, enable self-management and responsibility, towards reconciliation in peer relationship. This process is strengthened through SEL and the building of SEL competencies in the individual students and the school community (see Appendix 2).

## Reflective Practices questions

Open-ended questions	Intent
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• How did it happen?</li> <li>• How did you act in this situation?</li> <li>• How did [peer's name] act in this situation?</li> <li>• Who do you think was affected?</li> <li>• How did this affect him/them?</li> <li>• How did this affect you?</li> <li>• What do you think needs to happen to make things right?</li> <li>• If you find yourself in the same situation again how could you behave differently?</li> </ul>	<ul style="list-style-type: none"> <li>• Bring the discussion into the specific situation with good listening, gentleness and kind posture.</li> <li>• Draw out who was affected and how they were affected.</li> <li>• Direct questions toward problem solving what needs to happen to 'make things right' and what is committed to in the future.</li> </ul>

### Reflective Space: In the Classroom

1. **Praising the students** meaningfully in class who are acting in accordance with clearly outlined behavioural expectations (Bernier, 2012)
2. **Quiet reminder to the student of expectations** with a positive redirection towards desired behaviour (eg. a look, hand gesture, body language or standing beside a student, pause in talking, quiet work to the student, use of the student's name). Level 1
3. **Quiet and direct conversation** asking the student what might be troubling them and causing them not to focus and work well. Level 2
4. **Direct action to break the cycle of the behaviour** towards redirection into desired behaviour, eg move student to another part of the room to work (not remain idle); student remains in class at break time to complete the work. Level 2
5. **Moved to the reflection space:** Where behaviour continues, student is to be moved to a reflection space in the classroom for 5 minutes total with the following questions to consider (Level 2):
  - a. What happened?
  - b. How did you act in this situation?
  - c. What do you need to do to make things right?
  - d. Student and teacher reflect together and the student is returned to their desk.
6. **Sent to other year group class:** Where behaviour continues on a regular basis the student is sent to the other year group class for one lesson only to continue learning. After the lesson, the student returns to class.
7. **Parents are to be contacted** to invite them to discuss the current situation and to work closely with the teacher towards positive outcomes for their child.
8. **An Individual Growth Plan** is considered and formed if it is decided that such a plan will support the student towards positive growth and outcomes.

Specialists are to ensure steps 1-5 are followed before requesting step 6-8 from the class teacher.