



## BEHAVIOUR MANAGEMENT POLICY 2019

### Behaviour Management Policy

#### Purpose

At St. Michael's College our mission is - To inspire quality learning, nurture individuals and instill Christian values within a safe school community. The purpose of this policy is to ensure a safe, supportive and protective learning community that promotes student safety and wellbeing. At St. Michael's students build, repair and maintain healthy relationships.

#### Scope

This policy applies to student behaviour within the College grounds and classrooms, when representing the College in public and on College-based activities.

#### References

- [Australian Education Regulations 2013 \(Cth\)](#)
- [National Safe Schools Framework](#)
- [St. Michael's College Acceptable Use \(IT\) Policy - students](#)
- [St. Michael's College Student Bullying Policy](#)

#### Policy

St. Michael's College is committed to the management of student behaviour in a way that focusses on prevention, support and the avoidance of confrontation. Our Behaviour Management Policy outlines our system for facilitating positive behaviours and for responding to inappropriate behaviours and choices.

#### Our Values

St. Michael's College has an ethos founded on Christian values.

We believe that the primary overarching purpose of the College is learning for all and that through mutual respect and caring everyone is able to strive in dignity towards achieving their full potential.

- **Respect**  
We respect ourselves, others, property and our College's history and traditions. We are aware of the diversity of others and include them and their cultures with understanding and tolerance. Respect the right of others to learn.
- **Responsibility**  
We will fulfil our responsibilities at home, at the College and in the community and are accountable for what we say and do, accepting the consequences for the decisions and choices we make. We resolve differences in a constructive, non-violent and peaceful way and take care of our environment.
- **Care and Compassion**  
We care for others and ourselves through the use of good manners, sharing our knowledge and creating friendships based on consistency between words and deeds.
- **Co-operation**  
We work together to reach goals by doing our share of the work, helping one another and working together with patience and tolerance.
- **Honesty and Trustworthiness**  
We strive to be honest, sincere and truthful knowing that healthy relationships are based on trust.

#### Our Rules

- Safety
- Manners
- Caring

### **Our Behaviour Management Approach**

At St. Michael's we believe that behaviour management strategies must be uniform across the College. We believe positive interpersonal relationships between teachers and students, and the establishment of clear rules are essential for effective teaching and learning. We believe in using a hierarchy of corrective strategies, emphasising the use of the least intrusive approach to correction, the maintenance of positive relationships, and an awareness and avoidance of secondary behaviours.

### **Consequence Hierarchy**

- Warnings
- Time out
- Reflection Room/Behaviour Plan
- Principal

### **Responsible Thinking Process**

The Responsible Thinking Process provides opportunities for students to look within themselves, decide the way they want to be, and restructure their own lives so they can get what they want without violating the rights of others (Ford, 2003). For our behaviour management strategies to be successful, children must be given every opportunity to accept responsibility for their inappropriate or unacceptable behaviour choices. The Responsible Thinking Process is designed to place the responsibility for behaviour choices on children. The Responsible Thinking Process is a set of 'questioning' rather than a telling approach. If done in a calm and respectful environment, it can build a positive teacher-student relationship and encourages self-discipline in the student. In this process, it is important to avoid excuses by not asking students "why".

At St. Michael's, our preferred way of re-directing low-level problem behaviour is to use our Responsible Thinking Process Question Sequence:

- verbal redirect/direct - *What are you doing? What should you be doing? What rule did you break? What will happen if you continue? Is that what you want? What do you need to do to fix it up?*
- remind student of the class expectations and OFFER CHOICE - *Your choices are...*
- remind student of the logical consequence of repeated behaviour

These questions encourage students to reflect on their own behaviour, evaluate it against expected College behaviour, and plan how their behaviour could be modified so as to align with the expectations of our College community.

### **Supporting Appropriate Behaviour**

To support our students and to ensure they are aware of the College's expectations we adopt the following proactive strategies-

#### Training all staff in **Essential Skills in Classroom Management**

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through

#### Explicit behavioural expectations

- Newsletter items highlighting behavioural expectations
- Assembly
- Class discussions

#### Consistent behaviour management

- Whole College approach

- Responsible Thinking Process
- Classroom Management Plan
- Classroom Protocols
- Playground Management Plan
- Playground & Eating Protocols

#### Social skilling of students

- **High Five** problem solving techniques of
  - 1. Speak friendly
  - 2. Ignore
  - 3. Move away
  - 4. Speak firmly
  - 5. Talk to an adult
- **Values** lessons
  - Respect
  - Responsibility
  - Care and Compassion
  - Co-operation
  - Honesty and Trustworthiness
- **Religious Education**
  - Respect
  - Tolerance
  - Acceptance
  - Love
  - Gratitude
  - Kindness
  - Compassion
- **Positive Education** lessons
  - Wisdom
  - Courage
  - Humanity
  - Justice
  - Temperance
  - Transcendence
- **College Manners**
  - Excuse me - then wait
  - Please and Thank you
  - Knock and Wait
  - Good morning or good afternoon
- **Restorative approach** to behavioural issues
  - What happened?
  - Who has been harmed? and
  - What needs to happen to repair some of that harm?

#### Structured College Environment

- Designated eating and play areas
- Line up procedures
- College Expectations Matrix
- Before Lesson Protocols
- During Lesson Protocols
- After Lesson Protocols
- Playground Duty Protocols
- Building supportive and positive relationships based on mutual respect:
- Positive classroom environments
- Effective and inclusive teaching
- Relevant and engaging curriculum that caters for the needs of individual students

- Building strong community relationships to help foster a sense of pride
- Open communication between staff, students, parents and the community
- Wider community involvement in College based activities
- Comprehensive induction programs in the Behaviour Management Policy delivered to new students as well as new and relief staff

### **Policies**

- Acceptable Use of IT Services Policy – student
- Acceptable Use of Personal Electronic Devices Policy - students
- Behaviour Management Policy
- Cyber Bullying Policy
- Harassment Policy
- Bullying Policy

### **Positive Reinforcement**

- Praise and encouragement of positive lunch time behaviour choices - House Cup tickets
- Class and individual behaviour awards
- Principal/Deputy Principal awards
- Reward and celebration activities
- Lunchtime activities

### **Responding to Inappropriate Behaviour**

- Consistent behaviour management
- College wide approach
- Responsible Thinking Process
- SMC Classroom Management Plan
- SMC Playground Management Plan
- Reflection Room Processes
- Reflection Room Referral
- “Working it Out” plan
- Recording incidents on TASS

## **Managing inappropriate behaviour**

St. Michael's College makes efforts to prevent inappropriate behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When behaviour incidents occur, it is important that consequences are predictable. Our College seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### **SMC LEVEL 1**

**Low-level and infrequent inappropriate** behaviours are those that:

- are minor breaches of the College's rules - Safety, Manners, Caring
- do not seriously harm others or cause the student to be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours

*Examples are but not limited to - Impolite tone or talk, unsafe actions, the emergence of disrespectful attitudes, off-task behaviours, uncooperative/unfriendly actions or words, not following instructions.*

*Consequence:*

**Step 1. Warning** ~ use non verbals: body language, physical proximity

- verbal redirect/direct - - *What are you doing? What should you be doing? What rule did you break? What will happen if you continue? Is that what you want? What do you need to do to fix it up?*
- remind student of the class expectations and OFFER CHOICE - *Your choices are...*
- remind student of the logical consequence of repeated behaviour.

**Step 2. Warning** ~ Student receives a verbal reminder of behaviour expectations.

**Step 3. Time out** ~ Student is withdrawn to a cool-off area in the classroom or playground to reflect upon their behaviour choices. The minimum consequence is 10 minutes time out, in class or at break, under the supervision of the issuing teacher. Parents/Caregivers are informed via email/in person/phone by classroom teacher.

## **SMC LEVEL 2**

**Moderate level and frequent inappropriate behaviours are those that:**

- are consistent and continued breaches of the College's rules - Safety, Manners, Caring
- may harm others or cause the student to be harmed
- impact upon and violate the rights of others
- are forming a pattern of inappropriate behaviours
- demonstrate a refusal to follow directions or continued inappropriate behaviour

*Examples are but not limited to - Disrespectful to staff, inappropriate use of school property, inappropriate language, screaming at people in angry manner, throwing objects in angry manner, continued disruptive behaviour.*

*Consequence:*

**Step 4. Reflection Room/"Work it Out" plan** - Student has been through the SMC Level Steps outlined in SMC Level 1 and behaviour has continued, the incident is recorded on TASS by the issuing teacher and the student is issued with a referral to attend a session in the Reflection Room. "Working it Out" plan is completed and sent home.

In some instances, student may be withdrawn from the classroom/playground to speak with the Principal/Deputy, in addition to being given a referral to attend a session in the Reflection Room.

Whilst in attendance at the Reflection Room, the student discusses the incident with the support staff using the Responsible Thinking Process method and the student completes a "Work it out" plan. The student returns to class and gives the plan to the classroom teacher. The classroom teacher contacts (phone or email) parents/caregivers to inform them of the inappropriate behaviour. The behaviour plan is then sent home to be signed and returned by the Parents/Caregivers.

The minimum consequence is 1 x 20 minutes Reflection Room session. The incident is recorded on TASS and administration is notified of the TASS entry. Depending on the incident; Parents/Caregivers may be contacted by the classroom teacher to arrange a meeting to discuss behaviour face to face.

## **SMC LEVEL 3**

**Serious incident** behaviours result in an immediate referral to the Principal/Deputy Principal. A report of the student's behaviour is then recorded on TASS and parents contacted.

**Serious incident** behaviours are those that:

- demonstrate a persistence of inappropriate behaviour
- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of Administration.

*Examples - Physical harm to people or property, wilful harm to people or property, continued inappropriate behaviour after behaviour agreements are developed and agreed to, wilful behaviour that threatens the safety of self and others, wilful destruction of property, persistent/deliberate refusal to follow instructions, running away / hiding, persistent inappropriate behaviour.*

*Consequence:*

**Principal** - Principal is contacted to assist class teacher. Student is removed from classroom/area. The classroom teacher records the incident on TASS. Principal arranges a formal meeting with parents where a *behaviour agreement* is developed and agreed to by all parties. Agreement is recorded on TASS by Principal. Conditions placed on student enrolment.

Depending on the incident, the Principal may impose upon the student a loss of a privilege, or the student may be required to complete restitution tasks and/or receive a warning regarding future consequence for repeated or persistent inappropriate behaviour and/or be directed to attend a number of sessions at the Reflection Room.

#### Suspension/cancellation of enrolment

The Principal may suspend a student from the College under the following circumstances:

- disobedience by the student
- misconduct by the student
- other conduct that is prejudicial to the good order and management of the College.

#### **Definition of consequences**

<b>Time out</b>	Teaching staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
<b>Reflection Room</b>	A Principal or teacher may use a referral to the Reflection Room as a consequence for disobedience, misconduct, or other breaches of the College's expectations.  A reflection session is a minimum of 20 minutes during the next lunch break.
<b>Temporary Removal of Property</b>	The Principal of St. Michael's College and designated staff have the authority to temporarily remove property from a student.
<b>Suspension</b>	The Principal may suspend a student from the College under the following circumstances: <ul style="list-style-type: none"> <li>• disobedience by the student</li> <li>• misconduct by the student</li> <li>• other conduct that is prejudicial to the good order and management of the College.</li> </ul>
<b>Cancellation of enrolment</b>	The Principal may cancel the enrolment of a student after persistent inappropriate behaviour or a serious incident.

#### Ensuring consistent responses to inappropriate or unacceptable behaviour

At St. Michael's College, all staff members are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the College.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

#### Staff response to serious incident behaviour

- Avoid escalating the unacceptable behaviour  
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment  
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner  
Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity.

- If the student continues with unacceptable behaviour then remind them of the expected College behaviour.
- Contact Administration

### Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that staff at St. Michael's Colleges demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

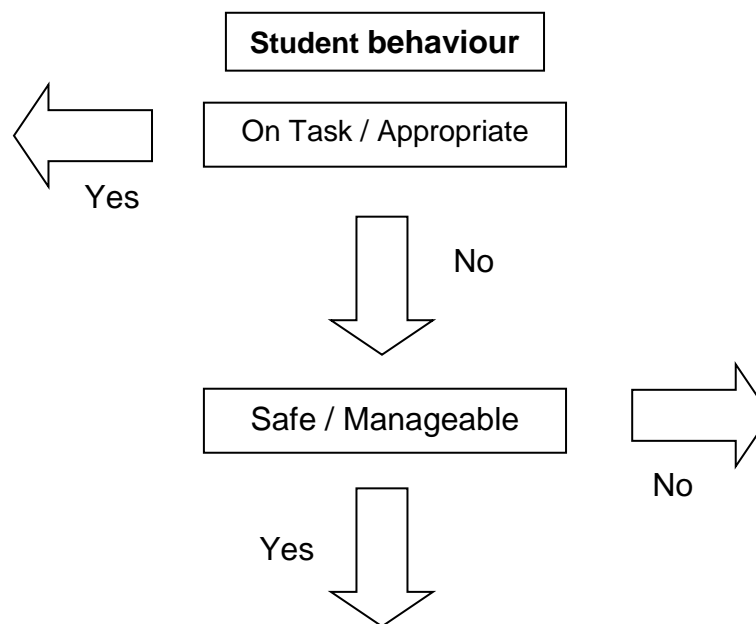
### Policy Release Details

<b>Date of Policy:</b>	April 2018	<b>Supersedes:</b>	Previous
<b>Authorised by:</b>	Principal	<b>Date of Authorisation:</b>	April 2018
<b>Review Date:</b>	Annually	<b>Next Review Date:</b>	November 2018
<b>Policy Owner:</b>	St. Michael's College		

## Essential Skills in Classroom Management Process

**Acknowledgement**

1. Non-verbal
  - Body language encouraging
2. Verbal
  - Descriptive encouraging
  - Praise
3. Visual representation of feedback  
e.g. sign work, tick work, draw star on paper, sticker, class determined reward etc



**Crisis plan**

1. Observe for danger
2. Seek assistance
3. Harm reduction for:
  - other students
  - focus student (s)
  - self
4. Debrief
5. Restorative justice

**Correction plan**

1. Selective attending
2. Redirect to the learning
3. Redirect, offer of teacher assistance
4. Give take-up time, use peripheral vision to monitor
5. Give 1st choice then follow through
6. Give 2nd choice then follow through
7. Implement school's responsible behaviour plan for students.



### SMC's Classroom Management Plan

Phase	Detail
Establish the environment	<ul style="list-style-type: none"> <li>o Learn about members of the classroom to become sensitive to their individual needs</li> <li>o Establish a classroom environment where the needs of the students are being met. These needs being, survival, belonging, power, freedom and fun</li> <li>o Establish a physical classroom learning environment that is safe, comfortable and allows for minimal distractions and easy access to resources</li> <li>o Establish supportive, positive teacher-student relationships based on mutual respect</li> <li>o Establish with the students a list of democratically developed CLASS BEHAVIOUR EXPECTATIONS (class rules based on school rules)</li> <li>o Class discussion of reward system for appropriate behaviour – Lollies and sweets are NOT permitted to be used as rewards</li> <li>o Develop and teach classroom procedures and routines to allow the class to function effectively during the year</li> <li>o Explicit SOCIAL SKILLS lessons</li> <li>o Develop a list of LOGICAL consequences, so the students knows what to expect for poor behaviour choices</li> <li>o EXPLICIT REINFORCEMENT OF EXPECTATIONS IN THE FIRST FEW WEEKS AFTER A HOLIDAY; ie: RULES, PROCEDURES AND CONSEQUENCES, HOW TO BEHAVE AND WORK IN THE CLASS</li> <li>o Separate the deed from the doer</li> <li>o Assist students to take responsibility of their own behaviour – Responsible Thinking Process</li> <li>o ALWAYS RECOGNISE GOOD BEHAVIOUR</li> <li>o Use available support personnel to assist in supporting students academically and behaviourally, e.g. Educational Assistants, parent helpers, administration</li> </ul>
Before	<ul style="list-style-type: none"> <li>o Treat pupils with respect by listening to students opinions</li> <li>o Personally reviewing the methods used previously to determine the positives and negative aspects of the current behaviour management plan</li> <li>o Be very well prepared before the beginning of a class</li> <li>o Remain in charge of the classroom, but not in a hostile or authoritarian manner</li> <li>o Learn about members of the classroom to become sensitive to their individual needs</li> <li>o Stimulate the entire class to learn by planning fun, relevant learning experiences for all students</li> <li>o Explicit SOCIAL SKILLS lessons</li> <li>o Remain calm and maintain the students' dignity</li> <li>o Prevent misbehaviour 'with-it-ness' – BE AWARE OF WHAT IS GOING ON</li> <li>o <u>ALWAYS RECOGNISE GOOD BEHAVIOUR</u></li> <li>o Involve all students by providing responsibilities within the classroom</li> <li>o Be encouraging at all times</li> <li>o Discuss with students the logical consequences for misbehaviour</li> <li>o BE POSITIVE</li> <li>o Maintain momentum in lessons, keeping students interested, keeping students accountable for learning and making students feel monitored</li> <li>o Scan, move and think about position in the classroom</li> <li>o BE CONSISTENT</li> <li>o Maintain expectations for ALL students in ALL circumstances</li> </ul>

<b>ALWAYS GIVE A WARNING – DO NOT USE THREATS - DO NOT BE DISTRACTED BY SECONDARY BEHAVIOURS</b>	
During	<p><b>Inappropriate behaviour occurs</b></p> <ul style="list-style-type: none"> <li>▪ Step 1 – <b>WARNING</b> <ul style="list-style-type: none"> <li>▪ use non verbals: body language, physical proximity</li> <li>▪ verbal redirect / direct - - <i>What are you doing? What should you be doing? What rule did you break? What will happen if you continue? Is that what you want? What do you need to do to fix it up?</i></li> <li>▪ remind student of the class expectations and OFFER CHOICE - <i>Your choices are...</i></li> <li>▪ remind student of the logical consequence of repeated behaviour</li> </ul> </li> </ul> <p><b>Inappropriate behaviour continues</b></p> <ul style="list-style-type: none"> <li>▪ Step 2 – <b>WARNING</b> <ul style="list-style-type: none"> <li>▪ verbal redirect / direct - <i>What are you doing? What should you be doing? What is the rule? What will happen if you continue? Is that what you want? What do you need to do to fix it up?</i></li> <li>▪ remind student of the class expectations and OFFER CHOICE - <i>Your choices are</i></li> <li>▪ remind student of the logical consequence of repeated behaviour</li> </ul> </li> </ul> <p><b>Inappropriate behaviour continues</b></p> <ul style="list-style-type: none"> <li>▪ Step 3 - <b>TIME OUT</b>(classroom withdrawal to cool-off area - student given the opportunity to rejoin the class in intervals of no more than 10 minutes) <ul style="list-style-type: none"> <li>▪ verbal redirect / direct - <i>What are you doing? What should you be doing? What is the rule? What will happen if you continue? Is that what you want? What do you need to do to fix it up?</i></li> <li>▪ remind student of the class expectations and OFFER CHOICE - <i>Your choices are...</i></li> <li>▪ remind student of logical consequence of repeated behaviour</li> <li>▪ <u>STUDENT TO COMPLETE A MINIMUM 10 MINUTES TIMEOUT TO REFLECT ON BEHAVIOUR AND CHOICES – STUDENT TO CARRY ON WITH CLASS WORK AND/OR RESTORATIVE PLAN</u></li> <li>▪ <i>Teacher to contact parent/caregiver</i></li> <li>▪ <i>Incident is recorded on Tass</i></li> </ul> </li> </ul> <p><b>Inappropriate behaviour continues/SMC LEVEL 2 Moderate level and frequent inappropriate behaviours</b></p> <ul style="list-style-type: none"> <li>▪ Step 4 <b>REFELCTION ROOM ~ “Working it Out” plan</b> <ul style="list-style-type: none"> <li>▪ verbal redirect / direct - - <i>What are you doing? What should you be doing? What rule did you break? What will happen if you continue? Is that what you want? What do you need to do to fix it up?</i></li> <li>▪ remind student of the class expectations and OFFER CHOICE - <i>Your choices are...</i></li> <li>▪ remind student of logical consequence of repeated behaviour</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ <u>STUDENT REFERRED TO REFELCTION ROOM TO COMPLETE A MINIMUM 1 X 20 MINUTE SESSION IN REFLECTION ROOM AT FIRST BREAK</u></li> <li>▪ <u>STUDENT TO COMPLETE A “WORKING IT OUT “ PLAN DURING REFLECTION</u></li> <li>▪ <i>Upon return to class, Classroom Teacher to contact parent/guardian and “Working it out” Plan to be sent home, signed and returned</i></li> <li>▪ <i>Incident is recorded on TASS</i></li> <li>▪ <i>“Working it Out” plan scanned and placed on TASS by classroom teacher</i></li> <li>▪ <i>Further referrals to the Reflection Room, may be issued for repeated disruptive behaviour and warnings.</i></li> </ul> <p><b>Inappropriate behaviour continues/SMC LEVEL 3 Serious incidents</b></p> <ul style="list-style-type: none"> <li>▪ Step 5 - <b>PRINCIPAL</b> <ul style="list-style-type: none"> <li>▪ Principal is contacted to assist class teacher.</li> <li>▪ Student is removed from classroom/area.</li> <li>▪ Class Teacher records incident on TASS.</li> <li>▪ Principal arranges a formal meeting with parents where a <i>behaviour agreement</i> is developed and agreed to by all parties.</li> <li>▪ Agreement is recorded on TASS by Principal. Conditions placed on student enrolment.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Depending on the incident, the Principal may impose upon the student a loss of a privilege, or the student may be required to complete restitution tasks and/or receive a warning regarding future consequence for repeated or persistent inappropriate behaviour and/or be directed to attend a number of sessions at the Reflection Room.</b></p> <p><b><u>Suspension/cancellation of enrolment</u></b></p> <ul style="list-style-type: none"> <li>▪ The Principal may suspend a student from the College under the following circumstances: <ul style="list-style-type: none"> <li>▪ disobedience by the student</li> <li>▪ misconduct by the student</li> <li>▪ other conduct that is prejudicial to the good order and management of the College.</li> </ul> </li> </ul>	
After	<ul style="list-style-type: none"> <li>o Allow students the opportunity to explain</li> <li>o Apply logical consequences for misbehaviour</li> <li>o Always deal with behaviour directly</li> <li>o Only sanction carefully targeted misbehaving students</li> </ul>	<ul style="list-style-type: none"> <li>o Always a clean slate tomorrow</li> <li>o Communicate with student after incident welcome them back to the classroom</li> <li>o Evaluate behaviour management plan</li> </ul>



**SMC's Playground Management Plan**

- Students need to be aware of the behaviour expectations upon which their playground behaviour will be judged by teachers on duty.
- Prevention is always more effective than correction in promoting appropriate behaviour, and one of the best preventive tools is positive reinforcement –
- Hand out House Tickets for positive behaviour choices
- *Staff are on playground duty to ensure that the playground is a safe environment and that students in the playground are safe, respectful and responsible.*

**Key priorities for staff on playground duty**

- **Focus on the primary behaviour rather than be diverted by the secondary behaviours**
- **Keep it simple and as unobtrusive as possible**
- **Control your proximity**
- **Be consistent but flexible**
- **Think relationships: watch, listen and laugh**
- **Move, move and move.**
- **Lead by example**

**\*Always remind student of the playground expectations and OFFER CHOICE - *Your choices are...***

**\*Always remind student of consequence of repeated behaviour**

Phase	Detail	
<b>Before</b>	<ul style="list-style-type: none"> <li>- Tactical ignoring</li> <li>- Selective attending</li> <li>- Proximity</li> <li>- Body language encouraging</li> <li>- Waiting and scanning</li> </ul>	<ul style="list-style-type: none"> <li>- <b>remind student of the playground expectations and OFFER CHOICE</b></li> <li>- <b>remind student of logical consequence of repeated behaviour</b></li> </ul>
<b>During</b>	<p><b>Step 1 - WARNING</b></p> <ul style="list-style-type: none"> <li>- Non-verbal redirection</li> <li>- Distraction or diversion</li> <li>- Non-verbal directional action (e.g. whistle)</li> <li>- Calling the student's name</li> <li>- Questioning to redirect</li> </ul> <p><b>Step 2 - WARNING</b></p> <ul style="list-style-type: none"> <li>- Description of reality</li> <li>- Individual close talk</li> <li>- Verbal redirection — directive question</li> <li>- Verbal redirection — directive statement</li> </ul> <p><b>Step 3 - TIME OUT – SMC LEVEL 1 <i>Playground Management</i></b> playground withdrawal to cool-off area - student given the opportunity to return to the playground in intervals of no more than 10 minutes</p> <ul style="list-style-type: none"> <li>- Verbal redirection — directive statement</li> <li>- Follow through — enforce consequences</li> <li>- Move student to time out area</li> </ul>	<ul style="list-style-type: none"> <li>- <b>remind student of the playground expectations and OFFER CHOICE</b></li> <li>- <b>remind student of logical consequence of repeated behaviour</b></li> <li>- <b>remind student of the playground expectations and OFFER CHOICE</b></li> <li>- <b>remind student of logical consequence of repeated behaviour</b></li> <li>- <b>remind student of the playground expectations and OFFER CHOICE</b></li> <li>- <b>remind student of logical consequence of repeated behaviour</b></li> <li>- <b>Student to complete restitution task – apology if necessary.</b></li> </ul>



<p>During (Cont'd)</p>	<p><b>Step 4 – REFLECTION ROOM ~ “Work it out” plan</b> (Issuing teacher to investigate incident and record incident on TAS, then student is referred to Reflection Room) – <i>SMC LEVEL 3 Playground Withdrawal – Incident investigated, classroom teacher to be informed and incident recorded on TASS by issuing staff member.</i></p> <p><u>STUDENT TO COMPLETE A MINIMUM 1 X 20 MINUTES REFLECTION ROOM – REFLECTION ROOM MAY OCCUR AT THE NEXT AVAILABLE BREAK</u> STUDENT TO COMPLETE WORK IT OUT FORM DURING REFLECTION AND/OR RESTITUTION TASK <i>Contact (phone) parent and “Work it Out” plan to be sent home, signed and returned – [RECORD ON TASS]</i></p> <p><b>Step 5 - PRINCIPAL – (Serious Incident) –SMC LEVEL 4 Serious Incident - [ISSUING TEACHER TO RECORD ON TASS – REFER TO ADMIN – COMPLETE INCIDENT REPORT]</b></p> <ul style="list-style-type: none"><li>- Remove student from playground</li><li>- Have third party remove student from playground – refer to admin</li><li>- Remove audience from area</li><li>- Physical restraint (conditional)</li></ul> <p>INCIDENT REPORT, SERIOUS INCIDENT LETTER SENT HOME, PRINCIPAL TO ARRANGE FORMAL MEETING WITH PARENTS - <i>Behaviour Agreement developed and agreed to by all parties – [RECORD IN TASS]</i></p> <p>STUDENT TO COMPLETE – <u>MINIMUM 2 X 20 MINUTES REFLECTION ROOM TO COMPLETE RESTITUTION TASKS. POSSIBLE EXCLUSION FROM EXTRA-CURRICULA ACTIVITIES AND WITHDRAWAL FROM PLAYGROUND MAY BE A NATURAL CONSEQUENCE</u></p>
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**Reflection Room – “Work It Out” Plan**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**What have I done?**

\_\_\_\_\_  
\_\_\_\_\_

Did I stop the teacher from teaching?	Yes/No
Did I stop other students from learning?	Yes/No
Did I cause others to feel unsafe?	Yes/No

**What should I have been doing?**

\_\_\_\_\_  
\_\_\_\_\_

**What College Rule/s did I not follow? (SAFETY, MANNERS, CARING)**

\_\_\_\_\_

**What can I do to solve the problem? (Restitution)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What will I do next time?**

\_\_\_\_\_

I have discussed this behaviour with \_\_\_\_\_ on \_\_\_\_\_ (day) at \_\_\_\_\_ (time)

.....

I, the Parent/Caregiver of \_\_\_\_\_ have sighted this plan and discussed it with my child

**Comments:** \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Parent/Caregiver signature**

\_\_\_\_\_  
**Date**



# REFLECTION ROOM REFERRAL/INCIDENT REPORT

Please tick steps that you have followed and incident that occurred.

<b>Date:</b> / /	<b>Time:</b>	<b>Student:</b>	<b>Teacher:</b>
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- Step 1. Warning 1 ~**
  - Use non verbals: body language, physical proximity
  - Verbal redirect / direct - *What are you doing? What should you be doing? What rule did you break? What will happen if you continue? Is that what you want? What do you need to do to fix it up?*
  - Remind student of the class expectations and OFFER CHOICE - *Your choices are...*
  - Remind student of the logical consequence of repeated behaviour.
  
- Step 2. Warning 2 ~**
  - Student receives a final verbal redirect / direct and reminder of behaviour expectations
  - Remind student of the logical consequence of repeated behaviour.
  
- Step 3. Time out ~**
  - Student is withdrawn to a cool-off area in the classroom, to reflect upon their behaviour choices. The minimum consequence is 10 minutes time out in class or at the next break, under the supervision of the issuing teacher.
  
- Step 4. Reflection Room ~ “Working it out” plan ~**
  - Student has been through the SMC Level Steps outlined in SMC Level 1 and behaviour has continued, student is issued with a referral to attend to a session in the Reflection Room. Working it out plan is completed and sent home for parent to sign. **At this step the issuing teacher fills in this form and enters the incident on TASS. Referral is sent to Administration prior to 1:15pm on the day of The parent/caregiver is contacted, in a timely manner by the classroom teacher. Class teacher scans returned and signed plan from parent/caregiver onto TASS.**
  
- Step 5. Principal ~**
  - Principal in contacted to assist class teacher. Student is removed from classroom/area. Principal and class teacher records incident on TASS. Principal arranges a formal meeting with parents where a *behaviour agreement* is developed and agreed to by all parties. Agreement and/or outcome is recorded on TASS by Principal. Conditions placed on student enrolment.

<b>INCIDENT REPORT</b>	
<b>Type of incident (please tick)</b>	<i>Verbal abuse - Yelling, shouting, name calling , swearing</i>
	<i>Physical abuse - punching, kicking, slapping, biting</i>
	<i>Not following directions - persistent refusal to follow teacher instructions</i>
	<i>Leaving the classroom -</i>
	<i>Stealing equipment – school, personal, others</i>
	<i>Vandalism – destroying property, harming the environment</i>
	<i>Inappropriate gestures – face, fingers, tongue</i>
	<i>Other (please specify)</i>
<b>Comment</b>	
<b>Reflection Room Teacher/Deputy Principal/Principal</b>	
<b>Date attended Reflection Room</b>	
<b>Outcome of incident</b>	

## SMC Matrix

	Outside School Hours Care	Classroom	Walkways	Shared Public Areas	Amenities
Safety	<ul style="list-style-type: none"> <li>• Demonstrate and encourage sensible behaviour</li> <li>• Playgrounds are out of bounds before and after school</li> <li>• Use the school crossing appropriately</li> <li>• Watch for cars</li> <li>• Sit outside administration building if you arrive early (before 8:15am) and whilst waiting to be collected (after 3:05pm)</li> <li>• Shoes to remain on your feet whilst on College grounds</li> <li>• Drive in accordance to the speeds indicated and abide by the road rules</li> </ul>	<ul style="list-style-type: none"> <li>• Be an active and responsible participant</li> <li>• Open your mind to new challenges</li> <li>• Follow the rules of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and encourage positive behaviour</li> <li>• Stay out of gardens</li> <li>• Walk on pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate and encourage sensible behaviour</li> <li>• Engage in appropriate activities</li> </ul>	<ul style="list-style-type: none"> <li>• Report all damage</li> <li>• Use amenities for the purpose in which they are designed</li> </ul>
Manners	<ul style="list-style-type: none"> <li>• Use polite and appropriate language</li> <li>• Use your manners at all times</li> <li>• Be considerate of other community members</li> <li>• Greet and farewell parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive prepared and on time</li> <li>• Respect your teacher and your peers</li> <li>• Respect the property of others</li> <li>• Observe the rights of others to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quickly and quietly between classes</li> <li>• Keep walkways clear of bags and belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate and respectful of members of the public</li> <li>• Care for community resources, facilities and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Take pride in College facilities</li> <li>• Be considerate of other users</li> <li>• Wait quietly and sensibly to use amenities</li> </ul>
Caring	<ul style="list-style-type: none"> <li>• Arrive promptly with correct equipment &amp; uniform</li> <li>• Walk through the College grounds</li> <li>• Go home directly after dismissal</li> <li>• Wear your uniform with pride outside of the College</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit in an orderly manner</li> <li>• Pack up equipment and leave desks and floors tidy</li> <li>• Always try your best</li> <li>• Be prepared and organised</li> <li>• Participate actively and be persistent</li> </ul>	<ul style="list-style-type: none"> <li>• Place bags on designated racks or hooks</li> <li>• Stay out of garden beds</li> <li>• Put lunchboxes and drink bottles away before play</li> <li>• Keep areas litter free</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit facility or zone in a responsible manner</li> <li>• Use polite and appropriate language</li> <li>• Be well-mannered and courteous to staff and community members</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the privacy of others</li> <li>• Demonstrate proper hygiene</li> <li>• Leave amenities clean</li> <li>• Return to class quickly</li> <li>• Turn off taps when you have finished</li> <li>• Take care to conserve water</li> </ul>
Items Not Permitted		Regulated Items	EXPECTATIONS in ALL AREAS at ALL TIMES		
<ul style="list-style-type: none"> <li>• All items prohibited by Law</li> <li>• Chewing gum</li> <li>• Lollies/chocolates</li> <li>• Collectables/trading items</li> <li>• Aerosols (including spray deodorants)</li> <li>• Cap guns and/or water pistols</li> <li>• Laser pointers</li> <li>• Rubber bands or sling shots</li> <li>• Make-up and/or nail polish</li> </ul>		<ul style="list-style-type: none"> <li>• Electronic devices (including mobile phones)</li> <li>• Expensive personal items</li> <li>• High caffeine drinks</li> <li>• Jewellery and body piercing (see Uniform Policy)</li> <li>• Toys from home</li> </ul>	<ul style="list-style-type: none"> <li>• Use your manners at all times</li> <li>• Be polite and use appropriate language</li> <li>• Respect yourself and others</li> <li>• Follow staff directions</li> <li>• Be supportive and help others in need</li> <li>• Demonstrate and encourage responsible behaviour</li> <li>• Exercise self-control and make safe decisions</li> <li>• Keep the school environment clean and litter free</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the school environment clean and litter free</li> <li>• Be in the correct area at the right time</li> <li>• Move around the school quietly and sensibly</li> <li>• Maintain high personal standards</li> <li>• Care for personal, College and community property</li> <li>• Wear uniform correctly and with pride</li> <li>• Challenge yourself and try your best</li> <li>• Be Sun Safe</li> </ul>	



	<b>Recreation/Play and Eating Areas</b>	<b>Electronics/Technology</b>	<b>College Sports</b>	<b>Assemblies/Chapel</b>	<b>College Tuckshop</b>	<b>Off-Campus Activities</b>
<b>Safety</b>	<ul style="list-style-type: none"> <li>Behave responsibly – Safety, Manners, Caring</li> <li>Be considerate of others</li> <li>Encourage safe play</li> <li>Choose appropriate activities/games</li> <li>Play in correct areas</li> <li>Look after play equipment and return it when finished</li> <li>Abide by sun safety policy, no hat, no sun</li> </ul>	<ul style="list-style-type: none"> <li>Use electronics/technology safely and appropriately</li> <li>Report misuse of ICTs</li> </ul>	<ul style="list-style-type: none"> <li>Try your best in the spirit of the game</li> <li>Stay with the group at all times</li> <li>Abide by the rules of the game</li> <li>Conduct yourself in a responsible and safe manner</li> </ul>	<ul style="list-style-type: none"> <li>Be a responsible audience member</li> <li>Sit on the seats safely and appropriately</li> <li>Enter and exit in a quiet, orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate with staff and students for free flow of line</li> <li>Exit immediately after being served</li> </ul>	<ul style="list-style-type: none"> <li>Be an active and responsible participant</li> <li>Abide by the conditions and rules of the venue</li> <li>Follow teacher or designated leaders instructions at all times</li> <li>Stay with your group/buddy at all times</li> <li>Make positive and safe behaviour choices</li> </ul>
<b>Manners</b>	<ul style="list-style-type: none"> <li>Use your manners when engaging with your friends and peers</li> <li>Play fairly and talk friendly</li> <li>Follow the rules of the games</li> <li>Wait quietly in line for your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Be respectful of the feelings and privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate and encourage good sportsmanship</li> <li>Respect the referee and game officials</li> <li>Extend goodwill to opponents</li> </ul>	<ul style="list-style-type: none"> <li>Be sensitive to the occasion</li> <li>Listen carefully to speakers</li> <li>Use Audience Manners at all times</li> <li>Clap at appropriate times</li> <li>Celebrate the achievement of others</li> </ul>	<ul style="list-style-type: none"> <li>Be polite and use your manners to Tuckshop staff</li> <li>Follow instructions of Tuckshop staff</li> <li>Demonstrate sensible behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Respect the decisions of those leading the activity</li> <li>Respect community members and their property</li> <li>Use your manners at all times</li> </ul>
<b>Caring</b>	<ul style="list-style-type: none"> <li>Keep areas clean and litter free</li> <li>Stay within designated areas</li> <li>Invite others to play</li> <li>Include each other in your games/activities</li> </ul>	<ul style="list-style-type: none"> <li>Access and share information with care</li> <li>Report any bullying or harassment of self and/or others</li> <li>Care for the learning environment and electronic/technological equipment</li> </ul>	<ul style="list-style-type: none"> <li>Have correct uniform and equipment</li> <li>Care for equipment and property both at the College and 'away'</li> <li>Return consent forms by the date required</li> </ul>	<ul style="list-style-type: none"> <li>Have pride in your own achievement</li> <li>Wear formal uniform correctly</li> <li>Participate appropriately at all times</li> <li>Sing the College songs with pride</li> <li>Participate in College Prayers</li> </ul>	<ul style="list-style-type: none"> <li>Only enter the line if you are a customer</li> <li>Choose your order before entering</li> <li>Remain in your place in the line</li> </ul>	<ul style="list-style-type: none"> <li>Support your peers</li> <li>Return consent forms by the date required</li> <li>Conduct yourself with integrity</li> <li>Represent the College with pride</li> </ul>