



St Mary's Catholic School  
Boyup Brook

Created: 2018

Review: 2019

## St Mary's Catholic School Behaviour Policy 2018

### Introduction

Levels of Behaviour is a simple methodology used by class teachers at St Mary's Catholic School to collaboratively develop a class culture and framework that can be used to explicitly and visibly teach the connection between purpose and behaviour, and then be used as a constant reference point as a visual cue to teach, reinforce, reflect and support on behavioural and emotional engagement in the classroom.

There will be a whole school approach in implementing the Behaviour Framework.

Each classroom teacher will:

1. Develop a **Class Statement of Purpose** in collaboration with their students. The Class Purpose Statement is to be displayed in a prominent position in the classroom and includes a whole class photograph of all class members, which becomes the benchmark against which all class decisions are made.
2. Develop the Levels of Behaviour chart which defines explicitly observable behaviour and where it fits into an overall "visual map of behaviour" *that will be added to the Levels of Behaviour chart.*

Which behaviours help us achieve our class purpose?

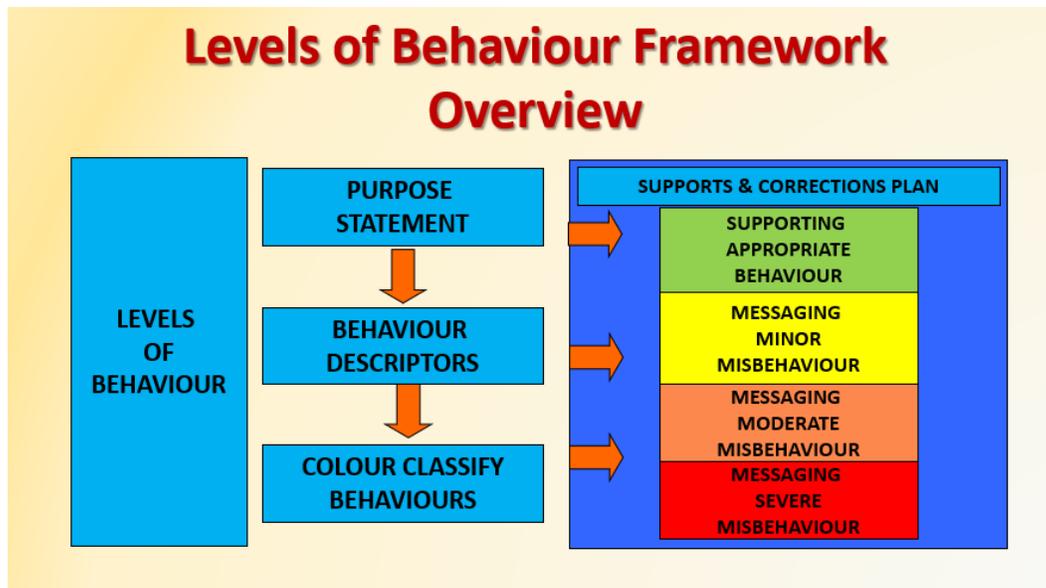
Which behaviours impede or prevent us being able to achieve our class purpose?

This discussion leads to the development of a list of behaviour descriptors. *"Improvement comes from first identifying effective learning behaviours, and then teaching the behaviours that develop the desired learning behaviours."*

3. Develop a Behaviour Response chart that defines and makes explicit decision-making pathways and likely outcomes and expected/agreed actions.

**GREEN:** In collaboration with the students, list helpful behaviours.

**YELLOW:** This section will define teacher responses to minor unhelpful behaviours. The goals being to redirect, re-engage the student with learning and support them with seeking helpful behaviours listed in the green area.



**Boundaries & Limits responses** to provide corrective feedback in response to unhelpful student behaviours, by directing the student to the *Class Purpose Statement* and then to the chart of **green** expected behaviours.

**Academic Modification / Supports** to re-engage with task.

**Emotional self –regulation supports** to re-engage emotionally in a safe space in the setting.

**ORANGE:** This section will define the class and school policies and responses to behaviours that require adult assistance to manage and help the student get back on track. The first response to inappropriate behaviour listed in the **orange** area, is to give 3-5 minutes of time out within the classroom. The time out can include: quiet, reflective time **or** time away from peers at a separate desk to complete work. At the end of time out, the teacher requests that the student is fully cooperative on returning to the task or activity and for the student to use helpful behaviours.

**RED:** This section will define the school policies & procedures followed to respond to serious behaviours that are serious & significant. If the inappropriate behaviour is identified in the **red** area, the student is sent to the principal. The principal will require copies of every Class Purpose

Statement and the chart showing the levels of behaviour to support the class decisions and the whole school philosophy.

Outside duty: Duty teachers will monitor behaviour. Students displaying inappropriate behaviour, which would be in the Yellow section, will be directed back to displaying helpful (green) behaviours. Inappropriate behaviour within the orange section, students will walk alongside duty teacher for 3-5 minutes and students displaying inappropriate behaviour within the red section, will be sent to the office to be seen by the principal.

Parents will be notified of the inappropriate behaviour, either by a note in the diary or by telephone by the teacher or principal. Parent meetings will be made depending on frequency of student's inappropriate behaviour, initially with the teacher and for serious behaviour, a meeting with the principal.