

DEVELOPING YOUR BEHAVIOUR CURRICULUM Version 1.0

QUALITIES AND CHARACTERISTICS OF OUR GRADUATES

Describes the qualities and characteristics that students will develop and leave with as a result of being a student at your school.

A St Thomas More student strives for academic and personal achievement. We will enable students to reach and expand their potential, and prepare them to become active and engaged citizens who live a life of kindness, fairness and justice.

SCHOOL VALUE	<i>Kindness</i>	<i>Fairness</i>	<i>Justice</i>		
NORMS <i>Based on the school values, what would you like to see as normal in the classroom?</i>	<i>We treat others as we would like to be treated.</i>	<i>Our school is a place where everyone can be their best.</i>	<i>We do what is right by making good choices.</i>		
EXPECTED BEHAVIOURS <i>Behaviours that demonstrate the school value.</i>	<ul style="list-style-type: none"> - We are kind, polite and respect others - We listen when someone is speaking - We support, help and encourage each other - We are calm and compassionate when resolving issues - We welcome and include everyone - We accept and value difference - We are considerate of everyone at school and in the community 	<ul style="list-style-type: none"> - We all have a voice - we listen to and share ideas - We pay attention and stay on task - We participate in our learning and try our best - We move quietly through the school during learning times - We treat everyone fairly - We give thoughtful feedback to each other - We arrive at school and to lessons on time 	<ul style="list-style-type: none"> - We work together to make sure everyone is safe at school - We look after our belongings and care for our school equipment and environment - We model and live out the school values - We follow the school rules and instructions from all staff - We apologise if we hurt someone's feelings or make a mistake 		
ROUTINES <i>Routines reinforce the expected behaviours.</i>	<ul style="list-style-type: none"> - Cue to start - Classroom entry - Classroom exit - Transitions between classrooms - How to ask and answer a question - Working in class (voices) - How to work in class (myself, partner, groups & whole class) 	<ul style="list-style-type: none"> - Cue to start - Classroom entry - Transitions between classrooms - How to ask and answer a question - How to organise and collect materials - How to work within tasks - Working in class (voices) - How to work in the class (myself, partner, groups & whole class) 	<ul style="list-style-type: none"> - Cue to start - Entry into the classroom - Exiting the classroom - Transitions between classrooms - Working in class (voices) - How to work in class (myself, partner, groups & whole class) - How to apologise (The Four Step Apology/ The Way of Mercy) 		

<p>RULES</p> <p><i>Rules define the expected behaviour for students.</i></p>	<ul style="list-style-type: none"> - Show manners to everyone (say “please” and “thank you”) - Keep hands and feet to self - Listen carefully when other people speak - Invite others to join in games or activities - Wait your turn - Accept other people’s interests and backgrounds 	<ul style="list-style-type: none"> - Be organised and ready to learn - Listen carefully when other people speak - Raise your hand up to ask for help - Raise your hand to ask or answer a question - Stay on task - Give thoughtful feedback - Walk inside and on pathways - Use the correct voice - Arrive to school and class on time 	<ul style="list-style-type: none"> - Keep hands and feet to self - Tell a teacher if you see unsafe behaviour - Put your books, pencil case, belongings and equipment away where they belong - Place rubbish in the bin - Care for our belongings - Follow teacher’s instructions - Say “I’m sorry” when you hurt someone - Do what is right 		
<p>MAINTAINING EXPECTATIONS</p> <p><i>Steps required to practise and reinforce the expected behaviours.</i></p>	<ul style="list-style-type: none"> - Students will practise routines and these will be reinforced by every staff member - Staff model and show kindness, manners and respect to students and other staff - Staff show support and encouragement of others - Staff model being calm and compassionate when interacting with students/staff and when faced by conflict - Staff model acceptance and are inclusive of all students and staff 	<ul style="list-style-type: none"> - Students will practise routines and these will be reinforced by every staff member - Student work is corrected and feedback given by teachers - Teachers model enthusiasm for learning and praise participation and effort from students - All staff model moving through the school at learning times - Staff arrive to class on time, prepared, organised and ready to teach the lesson - Staff model listening to speakers 	<ul style="list-style-type: none"> - Students will practise routines and these will be reinforced by every staff member - Staff model safe behaviours - Staff model caring for belongings and school equipment and environment - Staff will check student pack up, tidy classrooms as part of their lessons/day procedures - Staff follow and model the school rules - Staff model and practise sincere apologies 		
<p>CONSEQUENCES</p> <p><i>Steps and consequences for a student choosing not to follow the expected behaviour.</i></p>	<p>Low-level responses Verbal reminder Choice and consequence</p> <ul style="list-style-type: none"> - Moving desks or seating position if you are unable to follow instructions or listen carefully - Support from teacher and/or school leader for restorative conversation with peer - Apologise (The Four Step Apology) to the person you have not spoken to kindly or shown manners to - Meeting with school leader for repeated behaviours - Contact Parent/Guardian 	<p>Low-level responses Verbal reminder Choice and consequence</p> <ul style="list-style-type: none"> - Moving desks or seating position if you are unable to follow instructions or listen carefully - Moving desks or seating position if you are unable to stay focus or on task - Making up time for being late to class - Making up learning time for repeated behaviours - Meeting with school leader for repeated behaviours - Contact Parent/Guardian 	<p>Low-level responses Verbal reminder Choice and consequence</p> <ul style="list-style-type: none"> - Pick up rubbish or tidy school areas - Apologise (The Four Step Apology) to the person you have not spoken to kindly or shown manners to - Making up time for being late to class - Making up learning time for repeated behaviours - Meeting with school leader for repeated behaviours - Contact Parent/Guardian 		