

ST MEL’S PS BEHAVIOUR CURRICULUM

<p>QUALITIES AND CHARACTERISTICS OF OUR GRADUATES</p> <p><i>Write a brief statement that describes the qualities and characteristics that students will develop and leave with as a result of being a student at your School.</i></p>	<p>In Sandhurst we magnify the qualities and characteristics of respect, resilience and compassion in every child and adolescent, across every classroom, on every day. Our aim is to inspire and empower faith-filled lifelong learners who demonstrate growth through outstanding achievement, flourishing relationships and generous service.</p>
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SCHOOL VALUE	DO YOUR BEST	HELP OTHERS SUCCEED	RESPECT OUR SCHOOL
<p>NORMS</p> <p><i>Based on the school value, what do we want to see as normal in the classroom?</i></p>	<p>Do Your Best means being a respectful, engaged and critical learner who follows the teachings of Christ.</p>	<p>Help Others to Succeed means supporting and encouraging those around you to reach their full potential.</p>	<p>Respect Our School means caring for our resources, property and environment for all to share.</p>
<p>EXPECTED BEHAVIOURS</p> <p><i>What behaviour do we expect of students to demonstrate the school value?</i></p>	<ul style="list-style-type: none">• We are capable, engaged & curious learners• We challenge ourselves and take risks with our learning• We are respectful, kind & responsible• We follow the teachings of Jesus Christ	<ul style="list-style-type: none">• We welcome and include others• We celebrate everyone’s success• We offer help when someone needs it• We communicate and collaborate respectfully	<ul style="list-style-type: none">• We wear our uniform proudly• We take care of our environment• We leave no trace• We respect our community
<p>ROUTINES</p> <p><i>What routines will we teach to reinforce the expected behaviour?</i></p>	<ul style="list-style-type: none">• Cue to Start• Classroom Entry• Classroom Exit• End of Day Classroom Exit		
<p>RULES</p> <p><i>What rules will define the expected behaviour for students?</i></p>	<ul style="list-style-type: none">• Follow teacher direction• Be on time• Behave safely• Leave No Trace• Wear school uniform correctly• One Voice• Hand up to speak• Use appropriate language (Choose Another Word)• Use technology appropriately• Hats off inside• Hats on outside Term One and Four• Eat canteen food under shade sails• Personal Digital Device rule (CESLtd)		
<p>MAINTAINING EXPECTATIONS</p> <p><i>How will the expected behaviours be practised and reinforced?</i></p>	<ul style="list-style-type: none">• Leaders model expected behaviour• Leaders will acknowledge students and give specific feedback on the routines and behaviours• Leaders Tap In / Tap Out / Wave Off• Teachers model expected behaviour• Teachers teach, revise, pre-correct and provide opportunity for students to practice desired routines and behaviours• Teachers will acknowledge students and give specific feedback on the routines and behaviours• Teachers Tap In / Tap Out / Wave Off• Learning Support Officers model expected behaviour• Learning Support Officers revise, pre-correct and provide opportunity for students to practice desired routines and behaviours• Learning Support Officers will acknowledge students and give specific feedback on the routines and behaviours• Learning Support Officers Tap In / Tap Out / Wave Off• Students will practice the routine or expected behaviour when directed• Students will repeat routines and behaviours when not executed correctly. (This may occur in break times).		

<div>CONSEQUENCES</div> <div>What are the consequences for a student choosing not to follow the expected behaviour?</div>	<div>Minor:</div> <div><div>1. Provide a minimal Non-Verbal or Verbal Prompt <i>Calm neutral affect</i> <i>Private correction</i> <i>Brief reminder or redirection</i></div><div>2. Provide a Two-Part Correction (e.g., “When you use that word, you are not doing your best. Please use appropriate language.”)</div><div>3. Provide a Choice (e.g., “Your choice is to work in silence or you will need to move away and sit on your own.”)</div><div>4. An Implied Choice. <i>This is when the student continues to the behaviour after the choice has been given and means the teacher must now follow through with the alternative choice given</i> (e.g., ‘You now need to move away and sit on your own’.)</div><div>5. Time In Paired Learning Area. <i>The student is removed from the learning environment for a set amount of time to work independently in the Paired Learning Area.</i> (Parent contact made by teacher).</div><div>6. Repeated minor misbehaviours Parent Contact made by leader.</div><div>7. Detention at recess / lunch given at discretion of leader.</div></div> <div><div>Major:</div><div><div>• Time In Paired Learning Area. <i>The student is removed from the learning environment for a set amount of time to work independently in the Paired Learning Area.</i> (Parent contact made by teacher).</div><div>• Repeated minor misbehaviours Parent Contact made by leader.</div><div>• Detention at recess / lunch given at discretion of leader.</div><div>• Suspension following the CES Ltd Suspension process (Internal or External).</div><div>• Exclusion from event, excursion, incursion, camp or activity.</div><div>• Expulsion following CES Ltd Suspension process.</div></div></div>
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