



**St John's Primary School**  
**Student Behaviour Plan**

**Rationale**

St John's Student Behaviour Plan is designed to support both student learning and the teaching and learning process. This plan also is a roadmap, in collaboration with parents, to guide and empower our students to live our School Values of Respect, Achievement, Faith and Truth. Our students range in age from three years old in Pre-Kindergarten to twelve years of age in Year Six. Children come to school with a vast range of experience and a wide range of developmentally appropriate behaviours.

Students and staff are lifelong learners and as such make mistakes along the way. Here at St John's, we guide and support children in making good choices and learning to effectively manage their emotions. We have a wonderful, nurturing, and supportive teaching and learning environment where everyone (students, staff and parents) contributes to our faith filled and safe school.

**Rights and Responsibilities**

Students have the Right to:	Students have the Responsibility to:
A positive and supportive learning environment.	Ensure that their behaviour is supportive of others' learning.
Feel safe at school.	Keep the school and classroom environment neat and tidy.
A clean and tidy learning environment with well-maintained resources.	Treat all equipment and resources with respect.
Staff have the Right to:	Staff have the Responsibility to:
Teach in a safe, secure, and clean environment.	Ensure that their classroom and school environment is neat, tidy and secure.
Supportive and collaborative relationships with parents.	Foster a supportive and collaborative relationship with parents through open honest dialogue and ongoing communication
A positive and supportive teaching environment.	Model the School Values of Respect, Achievement, Faith and Truth.
Respectful interactions with students and parents	Foster positive relationships with and among students.



Parents have the Right to:	Parents have the Responsibility to:
Be acknowledged as the first educators of their child/ren.	Foster supportive and collaborative relationships with teachers. Attend meetings when required.
Be an advocate for their child/ren	Engage with the School in a supportive manner and inform the school of pastoral or other issues that may affect their child's wellbeing and in turn learning.
A safe, secure, and learning environment for their child/ren	Keep children who are unwell at home.
Participate in parent help across the years	Ensure the dignity of all other children and maintain confidentiality

### Whole school behaviour starts with me

Our Student Behaviour Plan is based on our St John's School Values-  
Respect, Achievement, Faith and Truth.

#### Respect

Acknowledge that we are all unique and created in the image and likeness of God. Accepting others for who they are, taking their feelings, wishes and rights into consideration.

#### Achievement

As unique individuals we all have different God given gifts and talents. We strive to always do our personal best.

#### Faith

As a Catholic school we are a Christ-centred faith filled community. *We deepen our faith with Jesus as we grow.....*

#### Truth

Through our Dominican tradition we value Veritas -Truth. This means we are open, honest and do the right thing even when no one is looking (integrity).



Here at St John's, we empower all students to reach their God given potential by providing a learning environment which values and celebrates the whole child.

We

- prioritise the wellbeing of all students.
- support children in developing resilience, self-regulation and personal responsibility through emotion coaching and restorative practice.
- understand that children are different and cater for individual needs
- expect students' personal best
- encourage students to engage in lifelong learning.
- .....
- .....
- .....
- .....

#### Our Student Behaviour Plan includes strategies that:

- are developmentally appropriate depending on the age of the child.
- maintain our positive and nurturing school environment.
- encourage children to articulate their feelings in a safe place.
- support children in taking personal responsibility for their words and actions.
- respond in a timely manner to behaviour choices that are not in line with our school values and *expectations (standards)*
- engage with parents in supporting .....

#### What you will see in each classroom

- classroom expectations clearly
- 1,2,3 Magic and Emotion Coaching prompts.
- URSTRONG Strategies

#### Process

- Class and school expectations are clearly articulated to students and families through the fortnightly school newsletter, assemblies, parent information handout at the beginning of the year.
- Positive reinforcement strategies are used to affirm students who meet school expectations.



- Staff on duty are responsible for managing Tier 1 behaviours (minor events) using 1,2,3 Take 3 and Take 5, including emotion coaching.

## Strategies

1,2,3 – Take 3 (Early Childhood) Take 5 (Years 1-6)  
Restorative Practice  
Phone call to parent/carer  
Parent meeting/s  
Individual Behaviour Management Plan (IBMP)

Should a student strike or injure a student or staff member, intentionally, in anger, when not following the school expectations a phone call will be made, and parent/carer will be asked to collect their child from school. Prior to returning to class a meeting will be arranged with the Principal or Assistant Principal

## Consequences

- Restorative Practice conversation
- Conversation with Assistant Principal
- Phone call home

Students selected to represent St John's Primary School at Interschool sporting and academic events undertake to represent themselves and the school .....

Students who engage in behaviour that is not in line with our School values and Expectations may forfeit their opportunity to represent St John's *regardless of result at Guild Carnival or school level competition.*

We partner with Behaviour Tonics 1,2,3, Magic and Emotion Coaching to support students and teachers to .....

St John's Primary School has been using the URSTRONG program:

- Is a whole-school strategy that empowers children with friendship skills to create a culture of kindness.
- Is based on the belief that children with healthy friendships perform better academically, have higher self-esteem, get involved in more leadership roles, and make smarter decisions in future relationships.
- Is a skills-based program with child-friendly concepts and language
- Teaches children how to put a voice to their feelings, what's normal in a friendship, the difference between healthy and unhealthy friendships, and how to put out Friendship Fires.



- Helps children learn the difference between normal conflict (Friendship Fires) and mean-on-purpose behaviour (bullying)
- Teaches the 4 Friendship Facts (helping them to understand what's normal in a friendship)
- Uses the Friend-o-Meter – a visual tool that helps them understand the difference between healthy and unhealthy friendships
- Teaches the steps to put out Friendship Fires and combat mean-on-purpose behaviour
- Provides an online parent portal with loads of resources to support their child

## Staff Student Relationships

- Staff greet and address children by name throughout the day.
- Verbal praise and affirmation when children/ classes are meeting expectations.
- Keeping Safe Curriculum
- Restorative practice questions and conversations
  - What happened?
  - What were you thinking at the time?
  - How do you feel now?
  - Who has been impacted?
  - What can you do to make things right?
- Strength based language
- Merit awards

## Clear and Consistent Expectations

### Rules,

At St John's Primary School, we recognise and value that each student is an individual with unique needs.

Tier 1 is a Whole School Approach.

Our whole school approach to behaviour engagement is consistent across the school.



Tier 2 is Targeted Support-support for at risk groups (small group up to whole cohort) approximately 15%.

Additional support to engage positively is required. Staff work collaboratively with students and parents in the development of strategies to support children to consistently meet school expectations.

Tier 3 is Intensive and Individual Support and Intervention- support and Intervention for individual students approximately 5%

Targeted and intensive support that is tailored to meet the needs of the individual student and family to support children to consistently meet school expectations.