



ST JOHN'S SCHOOL
SCARBOROUGH

BEHAVIOUR SUPPORT FRAMEWORK

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BEHAVIOUR DISPLAYED

BEHAVIOUR SUPPORT

POSITIVE CLASSROOM ENVIRONMENT

With Christ as our example and the teachings of the bible as our guide, we here at St John's School work together to live our motto of Respect, Achievement, Faith and Truth.

We all agree that EVERYONE has the right to:
Be Safe and to Learn

At St John's School, we all show respect for:
OURSELVES, OTHERS, SCHOOL AND OUR TEACHERS.

Every teacher will create a POSITIVE CLASSROOM ENVIRONMENT where children are given the opportunity to be connected and engaged in all learning.

Class expectations are agreed upon and displayed at the commencement of the year to provide clarity of expectations.

An individual, positive classroom behaviour support process is to be implemented.

STAGE 1 – RESPONSIBILITY OF THE TEACHER AND EDUCATION ASSISTANTS

LOW LEVEL DISRUPTION AND BREACHES OF SCHOOL EXPECTATIONS:

IN CLASS

- Continually disrupting others
- Task avoidance
- Deliberately being mean/nasty to others
- Leaving classroom without permission / yelling or disruptive outburst

AT PLAY

- Deliberate littering
- Being unsafe

AROUND THE SCHOOL

- Damaged Property
- Putdowns / teasing

THE CLASSROOM BEHAVIOUR SUPPORT PROCESS HAS BEEN IMPLEMENTED

- Reflection Time: In the most appropriate area
- Complete Reflection Sheet

PLAYGROUND BEHAVIOUR STRATEGIES IMPLEMENTED

- 5-minute walk with teacher and/or
- 5-minute sitting on bench in undercover area
- Complete Reflection Sheet

COMMUNICATION

- Record on SEQTA by teacher
- Reflection Sheet recorded on SEQTA by teacher
- Parents informed by teacher via email or telephone
- Reflection Sheet sent home via email or hard copy

STAGE 2 – RESPONSIBILITY OF THE TEACHER AND EDUCATION ASSISTANTS

MODERATE LEVEL DISRUPTION AND BREACHES OF SCHOOL STANDARDS AND EXPECTATIONS

- No Positive response to Stage 1 (*Parent Meeting must be held before escalation*)

IN CLASS

- Deliberately** rude/disrespectful behaviour, **repeated** occurrences, low level defiance, **repeatedly** off task and serious disruption

AT PLAY

- Rough play / dangerous behaviour.

AROUND THE SCHOOL

- Deliberately hitting another student / Lack of respect for staff
- Damaging property / 1st instance of bullying
- Dishonesty /stealing / Inappropriate language

ONE-ON-ONE TEACHER/CHILD CONFERENCE:

Teacher to counsel student on behavior and next steps

- Reflection time: In the most appropriate area
- Complete Reflection Sheet and Letter of Apology (to teacher or student)

PLAYGROUND BEHAVIOUR STRATEGIES IMPLEMENTED:

- Removed from play for the rest of recess or lunch – sitting on bench in undercover area
- Complete Reflection Sheet and Letter of Apology (to teacher or student)

COMMUNICATION:

- Record on SEQTA by teacher
- Reflection Sheet recorded on SEQTA by teacher
- Parents informed by teacher at a Parent-Teacher meeting.
- Reflection Sheet is signed at the meeting

STAGE 3 – RESPONSIBILITY OF THE ASSISTANT PRINCIPAL

SERIOUS DISRUPTION AND BREACHES OF SCHOOL STANDARDS AND EXPECTATIONS

- No Positive response and/or escalation of Stage 2 (*Parent Meeting must be held before escalation*)

IN CLASS

- Serious disruption and disrespect, intentional and ongoing aggressive physical and verbal behaviour towards others

AT PLAY

- Deliberate and intentional aggressive behavior

AROUND THE SCHOOL

- Serious or ongoing defiance
- Serious misuse of equipment and technology
- Racial comments, continued bullying
- Intimidation, serious breach of school ICT usage expectations

WITHDRAWN TO OFFICE (*SEATED IN SICK BAY ROOM - INFORM ADMINISTRATION TEAM*)

DISCUSSION WITH ASSISTANT PRINCIPAL

- Complete Reflection Sheet and Letter of Apology (to teacher or student)
- Assistant Principal to counsel child
- Removal of school privileges in consultation with Assistant Principal
- Principal informed

COMMUNICATION

- Parents informed by Assistant Principal at a Parent-Teacher meeting
- Assistant Principal to enter information on SEQTA
- Reflection Sheet added as a file to SEQTA

ACTION

- Introduction of Individual Behaviour Support Plan (*determined by Principal, Assistant Principal and Classroom Teacher*)

STAGE 4 – RESPONSIBILITY OF THE PRINCIPAL

MOST SERIOUS DISRUPTION AND BREACHES OF SCHOOL STANDARDS AND EXPECTATIONS

- No Positive response and/or escalation of Stage 3 behaviours (*Parent Meeting must be held before escalation*)
- Extreme disruption and disrespect, targeted aggressive physical or verbal attack towards others, e.g. violent / physical attack.

IMMEDIATE WITHDRAWAL TO OFFICE (SEATED IN SICK BAY ROOM - INFORM ADMINISTRATION TEAM)

- Parents contacted: Child collected from school
- Internal/External Suspension, School Privileges revoked
- Parent meeting with Principal / Re-entry meeting

COMMUNICATION

- Principal to enter all information on SEQTA and inform CEWA
- Discussion regarding enrolment with Principal and CEWA