

# St Cecilia's Catholic Primary School



## School Wide Positive Behaviour Plan

*Responsible Behaviour Plan for Students*

St Cecilia's Catholic Primary School is a multi-cultural school where our community strives to provide a secure environment for the spiritual, moral, social, emotional and intellectual development of each student.

We endeavour to create an atmosphere of openness, mutual respect and loyalty within the school community.

**Written 2015**

**Due for review 2018**

## Purpose

St Cecilia's Catholic Primary School's Positive Student Behaviour Plan is designed to minimise interruptions through inappropriate behaviour to maximise the teaching and learning process. The Behaviour Plan also acts as a pathway, in conjunction with parents, to guide our students to become active, responsible, considerate, giving members of the community.

## Learning and Behaviour Statement

At St Cecilia's Catholic Primary School we are committed to implementing a School Wide Positive Behaviour Support (SWPBS) approach to the teaching and management of student behaviour. SWPBS approach means that we: use DATA to track progress and identify areas for intervention; use school wide EXPECTATIONS and RULES in specific settings to EXPLICITLY TEACH appropriate behaviour; use a POSITIVE INCENTIVE program to encourage appropriate behaviour and use EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Speak, act and listen with respect
- Hands, feet and objects to self
- Wear the uniform correctly and with pride
- Move thoughtfully
- Respect your own, others and the school's property

The values that underpin these rules are: **Openness, mutual respect and loyalty**

## Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

St Cecilia's Catholic Primary School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

## **Universal Behaviour Support**

St Cecilia's Catholic Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- Ongoing implementation of the SWPBS process through the SWPBS team where members meet fortnightly to review current practise with the provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the St Cecilia's Catholic Primary School's SWPBS plan delivered to new students at enrolment as well as ALL new and relief staff.
- Explicit teaching of expectations
- Universal incentive program
- Utilise essential skills for classroom management (Appendix A )
- Development of specific policies to address:
  - The Use of Personal Technology Devices at School
  - Procedures for Preventing and Responding to Incidents of Bullying
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## **Targeted Behaviour Support**

St Cecilia's Catholic Primary School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted support
- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring)
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## **Intensive Behaviour Support**

St Cecilia's Catholic Primary School implements the following processes and strategies to respond to chronic problem behaviour:

- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour (e.g. check background information/records)
- Flexible and or alternative learning options
- Use of district, regional and state behaviour support options (e.g. NGSPS , CEO)
- Liaison with external agencies as required (e.g. Child Protection, CAMHS, Autism WA, Pilbara Behaviour Centre)

# St Cecilia's Catholic Primary School Infractions

## Minor Infractions

Minor Infractions are to be managed by the teacher using classroom management strategies. Counting system not used for these infractions unless the student persists with the behaviour. Cues are more appropriate eg; tap student on the shoulder, stand beside student, quick hand signal etc. The emphasis is on continuing the lesson uninterrupted.

Infraction	Definition	Regular Strategy	Possible Consequences
Swinging on chair	Not using chair in an appropriate way	<p><b><u>Classroom/General</u></b>  <b>Phase 1:</b> Redirection/Teachers discretion. Use own management strategies.</p> <p><b>Phase 2:</b> Medium Infraction.</p> <p><b><u>Playground:</u></b>  <b>Phase 1:</b> Time out next to the duty teacher.</p> <p><b>Phase 2:</b> Medium Infraction.</p>	<ul style="list-style-type: none"> <li>▪ Clean up duty</li> <li>▪ Moved to another area</li> <li>▪ Separation</li> <li>▪ Time Out/Cool down</li> <li>▪ Class detention</li> <li>▪ Assigned play area</li> <li>▪ Class detention</li> <li>▪ Parent Contact</li> <li>▪ Lunch time detention</li> <li>▪ Letter Home</li> </ul>
Occasional chatting	Distracting others with off-task talking		
Wandering around class	Moving from prescribed area without permission		
Tapping teacher on arm	Using tapping to get attention		
Dobbing	Dobbing to get others into trouble - intent		
Not listening	Not listening to instructions		
Procrastinating/ Not staying on task	Talking or not working		
Not being ready for class	Not having necessary items ready for lesson		
General fooling around/ Rolling on mat	Playing or rolling around and not paying attention		
Touching others	Touching others without harmful intentions		

## Medium Infractions

Formal process commences. Start by issuing warning eg: stop doing that, use the student's name etc. If behaviour continues begin counting. If the student reaches three they will be given a time out in your room and given a reflection sheet to fill out. Begin restorative practice between teacher and student at an appropriate time. This is the teacher's responsibility. If situation warrants, the teacher is to call parents and advise the Leadership Team.

Infraction	Definition	Regular Strategy	Possible Consequences
Back chatting	Arguing with any staff member	<p><b><u>Classroom/General</u></b>  <b>Phase 1:</b> Counting begins 1, 2, 3.</p> <p><b>Phase 2:</b> On 3, time out/buddy class with reflection sheet.</p> <p><b>Phase 3:</b> If behaviour persists during and after time out, student is referred to office.</p> <p><b><u>Playground:</u></b>  <b>(is dealt with at that time)</b>  <b>Phase 1:</b> Time out next to the duty teacher.</p> <p><b>Phase 2:</b> Office Referral</p>	<ul style="list-style-type: none"> <li>▪ Clean up duty</li> <li>▪ Moved to another area</li> <li>▪ Separation</li> <li>▪ Time Out/Cool down</li> <li>▪ Class detention</li> <li>▪ Assigned play area</li> <li>▪ Class detention</li> <li>▪ Parent Contact</li> <li>▪ Lunch time detention</li> <li>▪ Letter Home</li> </ul>
Inappropriate Language	Non-threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way		
Dobbing/telling tales	Constant telling with intent to get others into trouble		
Exclusion of others	Preventing others from playing or joining in		
Put downs/name calling	Using put downs or name calling to hurt other students		
Rough play	Non-threatening physical interactions		
Disruptions	Intentionally behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials or body parts, or getting out of seat,		
Persistent low level offences	Student exhibits continued minor offences with no regard for consequences		
Lying	Student delivers message that is untrue and or deliberately violates rules		

***Counting will carry over with specialist teachers throughout the day, regardless of the class. This also includes any incursion/excursions.***

## Major Infractions

Consequences usually given and managed by the administrator  
These behaviours are non-negotiable and will be directed to the Leadership Team

Infraction	Definition	Possible Consequences
<b>Abusive/Inappropriate Interactions with Peers and Adults</b>	Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way including put downs, name calling.	<ul style="list-style-type: none"> <li>▪ Restorative Justice</li> <li>▪ Apology</li> <li>▪ Restitution</li> <li>▪ Lunch Time Detention</li> <li>▪ Letter to parents</li> <li>▪ Parent meeting</li> <li>▪ Individual Behaviour Plan</li> <li>▪ Involvement of support staff</li> <li>▪ Suspension – in our out of school</li> <li>▪ Exclusion – from incursions or excursions, representative carnivals. Students will not be excluded from school unless the situation is extreme and only after consultation with Catholic Education Western Australia</li> </ul>
<b>Harassment</b>	Student delivers disrespectful messages (electronically, verbally, or gesturally) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability, religion, gender, age, national origin, and or sexual orientation.	
<b>Lying (with intent)</b>	Constant telling with intent to get others into trouble	
<b>Deliberate Disruption/ Defiance</b>	Behaviour causing an interruption in a class, building or playground activity where the student is not responsive to repeated directions. Disruption includes sustained loud talk, yelling, or screaming; noise with materials or body parts; roughhousing; sustained out of seat behaviour; verbal refusal to comply with repeated instruction.	
<b>Stealing</b>	Student is in possession of, having passed on, or has been responsible for removing a possession or has used identifying information from another person.	
<b>Running away</b>	1) Running away from staff members 2) Running away and leaving school grounds without permission	
<b>Drug use</b>	Student is in possession of or caught using tobacco, drugs or alcohol	
<b>Continued Minor Offences</b>	Student exhibits persistent medium minor offences with no regard for consequences	
<b>Manipulative behaviour</b>	Forcing or coercing other students to commit inappropriate acts.	
<b>Fighting/Physical Aggression</b>	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, hurting others etc).	
<b>Physical Assault on School Personnel</b>	Intentional aggressive actions (e.g., hitting, kicking, throwing objects at, pushing, etc) directed at school personnel	
<b>Property Misuse</b>	Student participates in an activity that results in substantial destruction or disfigurement of property	
<b>Possession of a Dangerous Weapon</b>	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm	

## Observe Problem Behaviour



### Is it a Minor, Medium or Major infraction?



#### **Minor Infractions**

- Swinging on chair
- occasional chatting
- wandering around class
- tapping teacher on arm etc
- dobbing
- not listening
- Procrastinating
- not being ready for class
- not staying on task
- touching others
- rolling on mat
- general fooling around.

**Use non-disruptive behaviour management strategies to stop infraction.**

##### Classroom/General

**Phase 1:** Redirection/Teachers discretion. Use own management strategies.

- Stand near student
- Touch shoulder
- Quick hand signal
- Glance at student
- Change tone of voice
- Change volume of voice
- Pause before speaking

**Phase 2:** Medium Infraction.

##### Playground:

**Phase 1:** Time out next to the duty teacher.

**Phase 2:** Medium Infraction.

#### **Medium Infractions**

- Back chatting an adult
- Swearing
- dobbing/telling tales
- exclusion of others
- put downs
- name calling
- active disruptions
- running away from staff
- persistent low level acts
- not respecting others
- lying
- hurting others unintentionally after being warned to stop action

**Formal process commences**

##### Classroom/General

**Phase 1:** Counting begins 1, 2, 3.

**Phase 2:** On 3, time out/buddy class with reflection sheet. When time permits restorative practice between teacher and student to occur. This is the teacher's responsibility.

**Phase 3:** if behaviour persists during an after time out, student is referred to office.

##### Playground:(is dealt with at that time)

**Phase 1:** Time out next to the duty teacher.

**Phase 2:** Office Referral

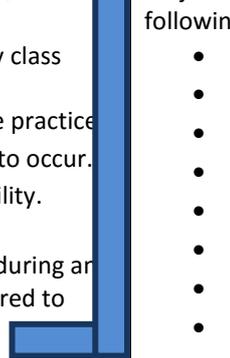
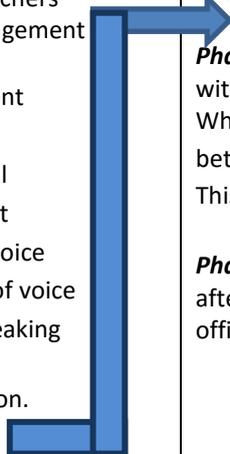
#### **Major Infractions**

- Swearing
- exclusion of others/bullying
- lying (with intent)
- direct defiance
- Violence with intent
- endangering others
- stealing
- running away from school
- drug use
- lack of respect
- manipulative behaviour.

**Students to be sent to the Leadership Team immediately.**

Progressive or immediate escalation to a Major infraction may lead to any of the following consequences.

- Restorative Justice
- Apology
- Restitution
- Lunch Time Detention
- Letter to parents
- Parent meeting
- Individual Behaviour Plan
- Involvement of support staff
- In school suspension
- Out of school suspension
- Exclusion from excursions and carnivals where the school will be represented.



# Explicit Delivery

During the weekly Monday morning meeting, the Assistant Principal will introduce and discuss the rule or value of the week. Teachers are required to follow up on the Assembly topic during class lessons (approx 15mins) to further teach the concept. Teachers are encouraged to use their professional skills to engage the students in an interesting and challenging manner.

## Sample plan

Week	Lesson
	<p><b>School Rules</b></p> <ol style="list-style-type: none"> <li>1. Speak, act and listen with respect</li> <li>2. Hands, feet and objects to self</li> <li>3. Wear the uniform correctly and with pride</li> <li>4. Move thoughtfully</li> <li>5. Respect your own, others and the school's property</li> </ol>
2	<i>Be Respectful - Greeting Each Other</i>
3	<i>Move Thoughtfully - Lining Up</i>
4	<i>Be Respectful - Listening</i>
5	<i>Be Respectful - Speak Respectfully</i>
6	<i>Hands feet and objects to self - Around the School</i>
7	<i>Wearing the school uniform correctly – clean shoes, correct socks, etc</i>
8	<i>Move thoughtfully – be aware of others, no running on the concrete/pavers</i>
9	<i>Be Respectful – Taking Turns and Sharing</i>
10	<i>Be Responsible - Considering and Caring for our Environment</i>

# Incentive Program

## Tier 1:

### **SAINTS REWARDS – ‘Free and Frequent’ – to be used everyday**

- Children are to be given ‘Saints Rewards’ for any display of general positive behaviours
- The child takes the ‘Saints Reward’ back to their Faction Points Box and place inside.
- Each week at assembly a single winner from each faction will be randomly selected for a small prize (canteen voucher or similar)
- Weekly points progress to be graphically shown on the Religion board.
- Once a month at assembly the total tally will be announced.
- The ‘Saints Rewards’ will count as points towards a faction being named champion for the year.

## Tier 2:

### **MERIT CERTIFICATE – Intermittent - Awarded weekly (if warranted)**

- Teachers are to select one student from their class that is demonstrating a standard of excellence in all aspects of classroom and/or school life. The student selected may have demonstrated a rule or value from the Monday assembly.
- Students must be of an excellent standard and should be easily recognized by their class group for their achievement.
- The class teacher will notify the parents of the student so that they can attend assembly.
- Record student’s achievement in School Newsletter.
- Students will receive a certificate to take home in during the Thursday morning assembly.

## Tier 3:

### **AUSSIE OF THE MONTH – Awarded at the end of each month**

- Aussie of the Month award recognises personal endeavour, achievement and contribution to the community. The award reflect some of the values we share as Australians, a sense of fair play, generosity of spirit, commitment to community participation and a real concern for the environment.
- Nominations for Aussie of the month are submitted by any staff member and then selected by the Leadership Team. The recipient’s nomination will be included in the school newsletter.
- The Leadership team will contact the parents of the recipient prior to presentation.
- Student’s will receive a certificate on Thursday assembly. Awards are presented on the final Thursday of each month.

### **SPIRIT OF SAINTS AWARD – Awarded twice a term**

- A Spirit Of Saints award recognises a student who demonstrates above expected levels of school positive behaviour in the playground or other ‘non-classroom’ settings. The student nominated may have demonstrated values as discussed during the Monday morning assembly.
- The staff member awarding an SOS is required to check with the student’s class teacher that their general behaviour is acceptable.
- The staff member awarding an SOS is required to submit a short description in the school newsletter.
- The staff member awarding the SOS is required to complete a certificate and send it to the office by Wednesday afternoon.
- The staff member awarding the award needs to contact the parents.
- Student’s will receive a certificate on Thursday assembly
- Awards are presented as follows
  - Week 4 assembly                      Spirit Of Saints – Junior
  - Week 8 assembly                      Spirit Of Saints – Senior

## Reactive Strategies

Reactive Behaviour Management is dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we will be encouraging and focussing on the Positive Behaviours we will always experience the need to implement Reactive Strategies. These strategies are how we work with children to teach them accountability for their actions and choices. Any of the following strategies may be implemented:

- Restorative Justice
- Apology
- Restitution
- Lunch time detention
- Letter email to parents
- Parent meeting
- Individual Behaviour Plan (IBP)
- Involvement of support staff
- Suspension
- Exclusion

When students choose to behave in an unacceptable or disruptive manner, the following whole school procedures may be implemented to assist students to be self-managing in terms of their behaviour.

**At St Cecilia's Catholic Primary School we DO NOT endorse the following reactive strategies:**

- **Writing of lines or copying of texts**
- **Keeping back after school**
- **The use of physical activity as a form of punishment**

## Detention

- Detention will be held daily at the discretion of the Leadership Team and will be supervised by the Principal or Assistant Principal.
- Detention worksheets to improve student behaviour are to be utilised during detention time. Each unit contains tasks that focus on helping the student to understand their individual situation and consider how to avoid such situations in the future.
- The referring teacher must complete a Behaviour Incident form and hand it to the detention duty teacher for referral.
- All detentions are to be entered into SEQTA by the referring teacher.

## Individual Behaviour Plans

- Students who require assistance **will be** supported with an Individual Behaviour Plan.
- Students who have been involved in three or more major incidences should be considered for an Individual Behaviour Plan.
- The format for the IBP will be discussed with the class teacher, the school leadership team and parents.

## Functional Behaviour Analysis

Functional Behaviour Analysis (FBA) is a process of examining the function that a particular behaviour plays for a student that includes an analysis of the frequency, intensity and duration of the behaviour. The end result of the FBA is an Individual Behaviour Plan (IBP) which is a plan to implement intervention for specific behaviours as identified.

# Emergency Responses to Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

## Basic defusing strategies

- **Avoid escalating the problem behaviour**
  - Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
  - Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**
  - Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through**
  - If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- **Debrief**
  - Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

## Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member;
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that St Cecilia's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment;
- Physical intervention must not be used when a less severe response can effectively resolve the situation; and
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction;
- School disruption;

- Refusal to comply;
- Verbal threats; and
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances;
- Be in proportion to the circumstances of the incident;
- Always be the minimum force needed to achieve the desired result; and
- Take into account the age, stature, disability, understanding and gender of the student.

## Record Keeping

Each instance involving the use of physical intervention must be formally documented in SEQTA.

## Network of Student Support

To further support staff and students with regards to issues relating to school behaviour, St Cecilia’s Catholic Primary School is able to access support both within the *Catholic Education Office and Training* and through the community. An outline of some of these include:

Internal Support	External Support	
School Based	CEO & other Services	Community Services
<ul style="list-style-type: none"> <li>▪ School teaching and support staff</li> <li>▪ School administration</li> <li>▪ Parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Psychologist</li> <li>▪ Regional Officer</li> <li>▪ CEO Office staff</li> <li>▪ Pilbara Behaviour Centre</li> </ul>	<ul style="list-style-type: none"> <li>▪ Department of Child Protection</li> <li>▪ Local Police</li> <li>▪ Pilbara Health Services (School Nurse)</li> <li>▪ CAMHS Education Liaison Teacher</li> <li>▪ Counselling Services (Lifeline, St Vincent de Paul’s), Behavioural Centre</li> </ul>

The various levels of support generally reflect the needs of individual students. In most cases, support for a student demonstrating inappropriate behaviours is usually managed through consultation with the student’s teachers, a member of the leadership team (Principal, Assistant Principal) and depending on the circumstance, the student’s parents/caregivers. In cases where a student demonstrates severe inappropriate behaviours, as soon as practical, a meeting will be called involving parents/caregivers, Administration representative and/or teacher/s.

In instances where initial proactive strategies have not been successful or where the student is demonstrating ongoing inappropriate behaviour, then a referral will usually be made by the class teacher to the school’s leadership team and the service provider required.

## Consideration of Individual Circumstances

Through our curriculum, interpersonal relationships and organisational practices, St Cecilia’s Catholic Primary School uses strategies that take into account the different abilities, skills and life experiences of students. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

Consequences for breaking the rules or breaching the school’s *SWPBS Policy* vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

**St Cecilia's Catholic Primary School**  
Major Behaviour Incident Form

Student Name:	Class:
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Date:	Time:
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Reported By: \_\_\_\_\_

Location: \_\_\_\_\_

Witnesses:	1. _____	2. _____
	3. _____	4. _____

Incident:	Incident Details:
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Deliberate Disruption / Defiance	Property Damage / Vandalism	
Harassment	Fighting/ Physical Aggression	
Theft		
Inappropriate Sexual Contact	Property Misuse	
Abusive/ Inappropriate Interactions with Peers and Adults	Physical Assault on School Personnel	
Use/Possession of Tobacco, Drugs or Alcohol	Other:	
Possession of a Dangerous Weapon		

Motivation:	Obtain Peer Attention	Obtain Adult Attention	Obtain Activity or Event	Obtain Sensory Stimulation	Obtain Object
<b>Don't Know</b>	Escape/Avoid Peer Attention	Escape/Avoid Adult Attention	Escape/Avoid Activity or Event	Escape/Avoid Sensory Stimulation	Escape/Avoid Instructional Task

**Action Taken by Teacher**

**Action Taken by Leadership Team**

Parent Contacted by: _____	_/_/_
Entered into SEQTA by: _____	_/_/_
Seen at Office by: _____	_/_/_

All teachers completing this are to enter Step 3 data into SEQTA as part of the Office Referral process.

# Playground Referral Form

## **MAJOR INFRACTIONS FORM**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Teacher on duty: \_\_\_\_\_ Witnesses: \_\_\_\_\_

**Location:** Classroom Foyer Undercover Area Kindy PP Area Oval Hall Toilets Car park Church Library

**Incident:** Inappropriate Language Defiance / Disrespect Disruption Rough Play Lying / Cheating Other

**Details:**

**Additional Information:** \_\_\_\_\_

**Please forward onto Leadership Team for Record Keeping.**

## APPENDIX A - Essential Skills for Classroom Management

The Essential Skills Core Learning Component emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher–student relationships developed through the learning process.

Essential Skills for Classroom Management are:

Essential Skill	Description
1. Reward positive behaviour	See the good around us
2. Establish a good rapport	Take the time to know your students
2. Establishing expectations	Making rules
3. Giving instructions	Telling students what to do
4. Waiting and scanning	Stopping to assess what is happening
5. Cueing with parallel acknowledgment	Praising a particular student to prompt others
6. Body language encouraging	Smiling, nodding, gesturing and moving near
7. Descriptive encouraging	Praise describing behaviour
8. Selective attending	Not obviously reacting to certain behaviours
9. Redirecting to the learning	Prompting on-task behaviour
10. Giving a choice	Describing the student's options and likely consequences of their behaviour
11. Following through	Doing what you said you would

**Written 2015**  
**Due for review 2018**