



ST JOSEPH'S PARISH SCHOOL CONDOBOLIN

Cnr of Molong and Williams Streets / PO Box 279, CONDOBOLIN NSW 2877
(02) 6895 2204 ~ admin.condobolin@wf.catholic.edu.au

Behaviour Support Policy

Date of Implementation	2012
Date of Last Review	T1 2026
Date for Next Review	T1 2027

STATEMENT OF FAITH

Our schools are communities of faith, learning and transformation founded upon the person of Jesus Christ, the Way, the Truth and the Life, where the gospel is proclaimed and lived within the communion and the rich tradition of the Catholic Church

<http://www.wf.catholic.edu.au/vision-mission/vision.php>

OUR MISSION STATEMENT

TO PROVIDE EXCELLENCE IN EDUCATION

- Through quality teaching and learning
- By providing a safe and creative learning environment
- By challenging students to strive for academic excellence
- By being a place where faith and values are enriched and shared within the Catholic tradition
- By creating a valued partnership with staff, parents, parish and the wider community

Created: 2005
Reviewed: 2024



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Behaviour Support

At St Joseph's we believe that behaviours are learnt and can be taught. With this in mind behaviour expectations need to be taught explicitly and consistently.

All behaviours are choices and are attempts to satisfy needs. As teachers we need to work with children, providing guidance and support to best satisfy these needs.

The **Behaviour Expectations** in our school are;

1. **Right Place, Right Time, Right Job**
2. **Friendly Words, Friendly Actions**
3. **Stay Safe, Play Safe**
4. **Stop, Look, Listen, Think**

These expectations provide the framework for all behaviour management practices at St Joseph's school. These broad expectations may be adapted to suit the varied learning environments within the school. As a staff we are proactive in establishing and maintaining an environment that supports students in their efforts to meet the schools behaviour expectations. Behaviour expectations are to be taught explicitly and consistently reinforced at all times in the classroom and playground. These expectations are adapted to suit the developmental stage of the children and class.

It is expected that all children work towards the outlined behaviour expectations. Children who are behaving beyond these expectations will be rewarded for their positive behaviour choices. For outstanding behaviour children receive recognition through;

- Class Awards
- Principal Awards
- School Spirit Awards
- Student of the week
- Individual Class reward systems
- Good News Notes

In addition to extrinsic acknowledgement, students that consistently meet the behaviour expectations should also experience personal gains, including;

- Quality relationships with peers and school staff
- Satisfaction and self-worth
- The ability to successfully participate as a contributing member of society

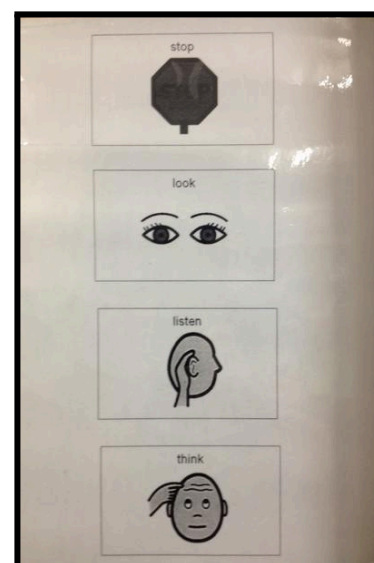
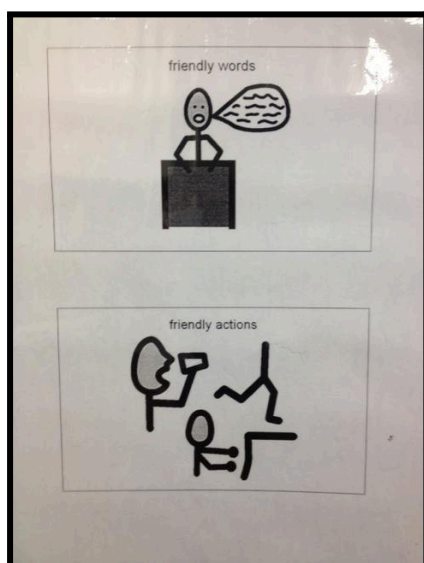


Behaviour Guidance Strategies

Children who do not achieve expected behaviours should initially be supported with the following **guidance strategies**;

- Selective Ignoring of Low Level Behaviour i.e., behaviour that does not stop you from teaching and students from learning – e.g., Stay close without giving attention
- Non-Verbal Message – e.g., Nodding, facial gestures, proximity, pause
- Defusing – e.g., 'I know you are angry. Let's use words to solve the problem'
- Positive Direction – e.g., When / Then, After / Then, Yes / When
- Provide a Choice – e.g., 'Issy, choose to listen quietly, or choose to have your workspace changed. Your decision.' / 'Interesting fish cards Matty'. Please put them in your desk or on mine.' / 'Walk on the cement, or go back and start again thanks'
- Broken Record – Repeat directions / instructions using same phrase – e.g., 'Walking now'
- Directional Language – Direction to do something about behaviour – e.g., 'Walking' / 'Hands and objects to yourself' / 'Looking this way thanks' / 'One person talking thanks' / 'Pencil down thanks'
- Expectations Reminders – Reminder of expectation – e.g., 'Helping hands Hannah' / 'Taking turns to talk, Dan
- Behaviour Specific Feedback – Feedback conveying specific information concerning the behaviour you are teaching / you expect within the context – e.g., 'You are looking and listening. Great effort' / 'You are co-operating well' / 'That was great the way you talked things out'.

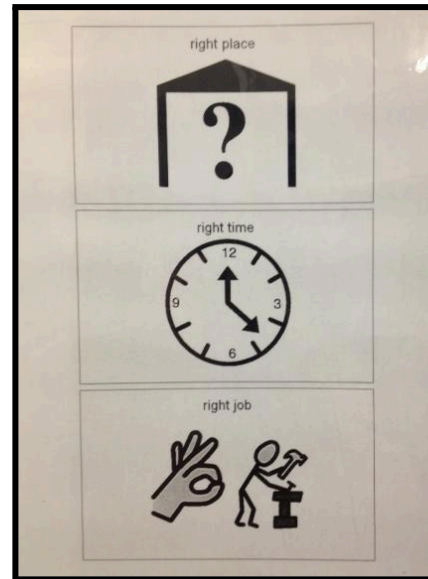
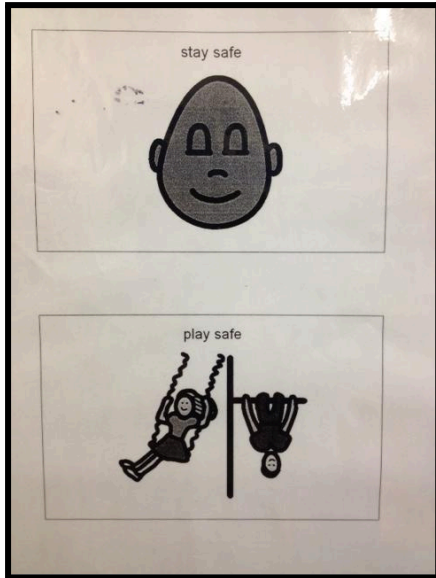
Visual Aids around the classroom and school will also support children with behaviour choices;





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Children who continue to not follow these behaviour expectations, choose not to belong to the group. It is then necessary to provide thinking time and further support for these children. At St Joseph's school, thinking space comes through our 'Take System'



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CLASSROOM TAKE SYSTEM

TAKE	ACTION	LOCATION	FOLLOW-UP
TAKE 1	Ask student to Stop, Think and Focus – What were they doing? What to they need to do?	Wherever the student is. Eg.. mat, desk	Support with continued guidance strategies, explicit teaching and consistency.
TAKE 2	Ask student to remove themselves from the situation or to stop behaviour and take time to think.	Designated thinking space within the classroom. Thinking space should physically be away from the group to reinforce that the behaviour has caused the child not to belong	Support with continued guidance strategies, explicit teaching and consistency. Possible Coaching
TAKE 3	Tell the student that they are not showing 'Belonging Behaviours' and ask them to take some serious thinking time.	In another classroom, again indicating to the child that they are choosing to not belong to the group.	Children will need to re-enter after a Take 3. This re-entry is supported by the teacher in the classroom in which the child completes their Take 3. Re-entry requires the child to ask the class teacher if they may 're-enter' the classroom. Support with continued guidance strategies, explicit teaching and consistency. Possible Coaching
TAKE 4	Tell the student that they are not showing 'belonging behaviours'. If possible send the child to the Principal/Executive with a Take 4 card. If you feel the child should not leave the classroom without an escort send your Emergency/assista	In the Office with Principal/Executive	Children on a 'Take 4' do not return to their classroom until they have worked through and presented a re-entry plan with thought and commitment. It is important that the re-entry plan is a true reflection of the behaviour or incident. The classroom teacher will need to liaise and communicate during the next break with the Principal / Executive and the student. After ensuring the plan is a true reflection of the incident it is taken home to be signed by parents. Take 4's are recorded by the Principal/Executive on the administration log, They are then sent home and must be returned to school the next day. Time of arrival and departure from the Take 4 should be noted on the administration log. If a student does not return their Take 4 to school the following day they must wait in a buddy classroom until contact is made with parents to ensure they are aware of the situation. It is the responsibility of the Principal/Executive to liaise with students, teachers and parents and facilitate a negotiated re-entry to the classroom. It is also necessary



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	nce card to the office with a responsible student.		to monitor re-entry and 'check in' with individual students after re-entry. Support with continued guidance strategies, explicit teaching and consistency. Possible Coaching.
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PLAYGROUND TAKE SYSTEM

TAKE	ACTION	LOCATION	FOLLOW-UP
TAKE 1	Ask student to Stop, Think and Focus – What were they doing? What to they need to do?	Wherever the student is. Eg.. lunchshed, Playground	Support with continued guidance strategies, explicit teaching and consistency.
TAKE 2	Ask student to remove themselves from the situation or to stop behaviour and take time to think.	Ask student to remove themselves from the situation or to stop the behaviour and take a walk. Eg. to the fence. Student is to, Think and Focus – Use take 2 card as a focus point while walking.	Support with continued guidance strategies, explicit teaching and consistency. Possible Coaching
TAKE 3	Tell the student that they are not showing 'Belonging Behaviours' and ask them to take some serious thinking time.	In the office, again indicating to the child that they are choosing to not belong to the group.	Children will need to re-enter the playground after a take 3. This re-entry is supported by the Principal/Executive. Re-entry requires the child to make a verbal commitment to following the behaviour expectations for the playground. Support with continued guidance strategies, explicit teaching and consistency. Possible Coaching
TAKE 4	Tell the student that they are not showing 'belonging behaviours'. If possible send the child to the Principal/Executive with a Take 4 card. If you feel the child should not leave the playground without an escort send your Emergency/assistance card to the office with a responsible student.	In the office with Principal/Executive.	Children on a 'Take 4' do not return to the playground until they have worked through and presented a re-entry plan with thought and commitment. It is important that the re-entry plan is a true reflection of the behaviour or incident. The teacher on duty will need to communicate with the Principal / Executive so any additional information can be added to the Take 4 before it goes home for parents to sign. Take 4's are recorded by the Principal/Executive on the administration log, They are then sent home and must be returned to school the next day. Time of arrival and departure from the Take 4 should be noted on the administration log. If a student does not return their Take 4 to school the following day they are unable to re-enter the playground until contact is made with parents to ensure they are aware of the situation. It is the responsibility of the Principal/Executive to liaise with students, teachers and parents and facilitate a negotiated re-entry to the playground. It is also necessary to monitor re-entry and 'check in' with individual students after re-entry. Support with continued guidance strategies, explicit teaching and consistency. Possible Coaching

At St Joseph's School we want to support children and enable them to make positive behaviour choices. As part of our support system for children who choose not to follow behaviour expectations we provide a coaching clinic.

Coaching Clinic Referral

Coaching Clinic referrals are at the discretion of the teacher. Referrals can be made with or without a 'Take'. Students are also able to make self referrals if they feel they need some



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coaching. Staff must remember coaching clinic is not 'detention' and should be a positive coaching experience for the students. Teachers must be careful not to list students in the referral folder as a form of punishment. We are coaching to support children with behaviours that are causing them to not belong to their peer group.

Coaching Clinic is normally conducted during the second half of lunch. Coaching is conducted in the teacher who is doing the coaching's classroom. It may be found that the nature of the coaching requires teachers to be on the playground.

Coaching should involve reflection on behaviour choices, explicitly re-teaching the applicable behaviour expectation and practicing this behaviour in a real situation.

We want to be able to support both parents and children as we work towards achieving our goal of productive and harmonious classrooms and playgrounds.

Some ways for parents to communicate to their children that they are willing to support them as they work towards achieving behaviour expectations are;

- Celebrate behaviour achievements
- Listen with empathy so the child feels heard and supported
- Take children's perceptions seriously
- Acknowledge the child's emotions.
- Ask open ended questions such as, Can you tell me more about it?
- Find out specifics from the child (who, what, where, when, how, who witnessed the incident)
- Help the child reflect on what has been done so far
- Involve the child in developing a problem solving plan of action
- Follow up with the school if you feel necessary
- Teach children peaceful ways of resolving conflict situations.
- Model non-violent responses to conflict situations in the home

At St Joseph's School we prohibit corporal punishment, corporal punishment is never administered.

Reference

Behaviour Teaching and Learning in Educational Settings - Dr Margaret Carter

Harassment Violence and Bullying Behaviours in Educational Settings – Dr Margaret Carter



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Appendices

1. Behaviour Teaching Process
2. Take Cards
3. Working It Out Plan Sample

Appendix1: Behaviour Teaching Process



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Behaviour Teaching Process

1. Introduction to students
 - Explaining the purpose of the behaviour expectation

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2. Discussion phase with students
 - Describing, discussing, defining behaviour the expectation (including the Doing, Thinking, Feeling, Physiology aspects of the behaviour)

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3. Demonstration phase (across contexts) with students
 - Role playing positive / negative / positive examples of the behaviour expectation
 - Demonstrating the behaviour expectation across different contexts

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4. Have a go phase for students
 - Practicing expectation in the social context
 - Reinforcing success approximations

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5. Re-teach and re-practice phase with students
 - Allowing for individual differences in skill levels and acquisition rates

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6. Coaching and scaffolding with students
 - Providing students the opportunity to extend their current skills and knowledge - bridging the gap between what is known and what can be known

McArdle 2002



Have a crystal clear picture of the behaviour
before introducing it to the students.

Throughout the school year some students will benefit from small group and / or one on-one behaviour teaching, coaching and scaffolding. Teaching students how to behave is crucial if they are to be socially responsible and competent individuals not only surviving but also thriving in today's social world.

Mistakes in behaviour are a necessary part of learning.

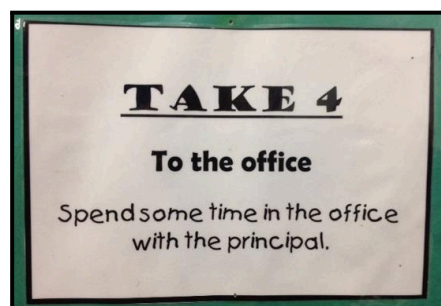
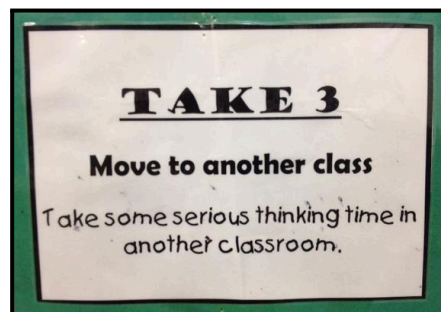
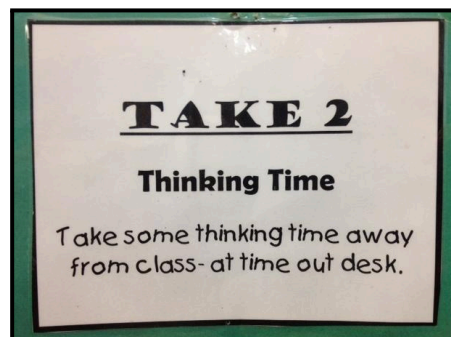
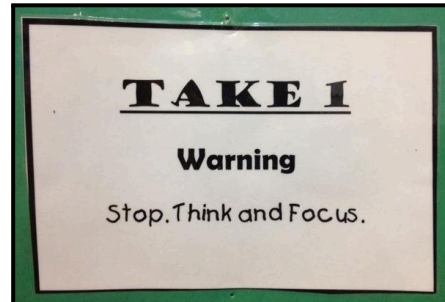
McArdle 2002



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Appendix 2 – Take Cards



Appendix 3 – Re-Entry Plan ‘Working it Out Plan’



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St Joseph's Primary School - My Working it Out Plan - Take 4

My Name: _____ Date: _____ My Class: _____

Do I want to be a part of my class / playground? yes no

What happened?

Who has been affected?

How do I feel now?

How can we fix it?

Teacher Signature: _____ Principal Signature: _____

Parent Signature: _____ Date: _____

Parent signs to declare they have discussed the students 'Working it Out' plan at home.