A Positive Approach to Managing Student Behaviour

At St Augustine’s we believe everyone has the *right* to be and feel safe, to be treated fairly, with dignity and respect.

Disruptive and inappropriate behavior hinders the teaching of curricula and leads to unhappiness in the playground. Using positive and effective behavior management strategies provides a structure for teachers to maximize student learning potential both in and outside the classroom. Therefore we use an assertive approach to discipline which focuses on positive reinforcement when teaching students to make *good choices* about their behaviour.

Through our approach to managing student behavior we aim to:

- Increase academic engagement time
- Promote a healthy respect for others right to learn without undue distraction and interruption
- Expose students to an environment that is fair, just and predictable
- Promote the development of student self discipline
- Recognize and reward appropriate behavior

School Rules

1. Follow directions
2. Listen to the speaker without interrupting
3. Speak appropriately
4. Hands off!
5. Move safely at all times
6. Look after all property

All students are informed exactly what is expected so that they can make a choice about their behaviour. The school rules are displayed in every classroom and are reinforced through assemblies and formal lessons.

Positive Recognition

To encourage students to follow the rules, teachers will support appropriate behaviour with verbal recognition and positive notes, rewards and praise.

However, if a student chooses to break a rule, the following steps will be taken.

Process
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1. Warning
2. Time away from group
3. Time out – to a formal area in room
4. Exit grade – with a Student Behaviour Sheet
5. Severe Clause – To Principal

Consequences
When disruptive behaviour occurs, teachers will apply the appropriate consequence. These may include time out, loss of privileges, making up learning time at lunchtime or taking steps to remedy the problem.

The aim of the Student Behaviour Sheet is to give families an opportunity to discuss the specific behaviour and consider actions that can be taken to ensure that better choices are made the next time.

The sheet is NOT designed to punish the child, but rather to help the child specify a behaviour expectation they didn’t meet and for them to communicate an appropriate action that they can take in the future.

Repair and Rebuild
This refers to the time after the consequences have been completed and restoring relationships is the priority. It requires teachers to protect and maintain the good name and nature of every student to allow them to begin again.

Students at St Augustine’s will:
- Be reinstated into the classroom or playground with an emphasis on the positive behaviours now required
- Be treated with respect and without ongoing retribution
- Experience a “begin again” or “fresh start” approach
- Be supported with rule reminders and consistent application of consequences
- Be recognised and acknowledged for self regulated behaviour