



SAINT HELENA'S
CATHOLIC PRIMARY SCHOOL

Something Beautiful for God

**PROCEDURES FOR
RESPONDING TO STUDENT
BEHAVIOUR**

Aim

The aim of this procedure is to ensure all staff members have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is of concern.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

Scope

This procedure applies to all students at St Helena's.

Procedure

1. The Behaviour Tonics Program, which encompasses 1-2-3 Magic and Emotion Coaching, will be implemented across St Helena's.
2. All staff will utilise whole school and class specific reward systems to affirm students for positive behaviour.
3. All staff will adhere to the 'Behaviour Reference Guide' (Appendix 1).
4. Whole school expectations for inside and outside behaviour will be displayed prominently at the front of each classroom and learning area. Teachers will ensure these form part of class discussions at the beginning of each school year and throughout the year.
5. A whole school assembly will be held in week one of each term to reinforce whole school expectations and to highlight areas for focus. A member of the St Helena's Leadership Team will lead such assemblies.
6. At the commencement of each school year, teachers and students will collaborate to establish behavioural expectations specific to their class or learning area (in the case of Specialist Teachers). These will be clearly displayed within the classroom and regularly revisited throughout the school year.
7. Whole school and class specific expectations will be expressed in positive terms.
8. All staff will engage in emotion coaching with students who require additional support to meet behaviour expectations.
9. When students are directed to a member of the Leadership Team, a yellow slip will be completed for the student to present to the receiving staff member.
10. Students will be given a fresh start at zero at the commencement of each learning block (beginning of day, after recess, after lunch), however consequences (first three, second three, third three) will remain cumulative as per the Behaviour Reference Guide.
11. Specialist teachers will implement 1-2-3 Magic with all classes with each student beginning at 1 regardless of their previous standing within the system.

12. Extreme behaviour or repeated non-compliance with school and class expectations will result in a student being referred to the Principal or another member of the St Helena's Leadership Team. Each situation will be responded to fairly and as deemed appropriate according to the circumstances and individual needs of the student or students involved.
13. Details of instances of a student not meeting expectations will be entered into SEQTA as per the 'Behaviour Reference Guide'.
14. Parents will be notified as per the 'Behaviour Reference Guide'.
15. An incident that occurs at recess or lunch will be dealt with by the staff member on Duty who will enter details on SEQTA, ensuring they include the class teacher in all correspondence.
16. Where circumstances require, a Procedure for a Behaviour Management Plan will be developed to support the particular behavioural needs of an individual student. Such plans will be developed collaboratively by the class teacher, a member of the Leadership Team, the student's parent/s and other specialist staff as required.

Authorised by	Lina Bertolini	Signature:	
		Date:	
Effective Date:	1/01/21	Next Review:	Term 4 2022

APPENDIX 1

Behaviour Reference Guide

Incident / Not Following Class or School Expectation

ONE ⇨ Student has not met expectations and receives their first warning.

Extreme Behaviour
Automatic THREE

TWO ⇨ Student has not met expectations and receives their second warning. Wait time is provided between each warning.

FIRST THREE

Student has not met expectations and receives their third warning.

Student in Time Out

Student to sit quietly in timeout in the classroom or another space where they remain in direct line of sight of the teacher. Teacher to use their discretion in relation to the amount of time the student spends in time out.

PP-2: 3 minutes maximum
Year 3-6: 5 minutes maximum

Teacher provides emotion coaching to student.

Entry into SEQTA is at Teacher discretion.

Student given a fresh start back at **ZERO**

SECOND THREE

Student has not met expectations and receives their third warning for the second time within the same day.

Student sent to Time Out in Buddy Class

Teacher provides emotion coaching to student.

Entry into SEQTA is at Teacher discretion.

Student given a fresh start back at **ZERO**

THIRD THREE

Student has not met expectations and receives their third warning for the third time within the same day.

Student sent to Leadership Team with a Yellow Form

Student moves quietly and waits in the office as directed by their teacher.

Details are required to be entered in SEQTA.

Parents notified.

Students will be given a fresh start at zero at the commencement of each learning block (beginning of day, after recess, after lunch), however, consequences (first three, second three, third three) will remain cumulative.