Earlier in the year I wrote about the work we have been doing on our POSITIVE APPROACH TO MANAGING STUDENT BEHAVIOUR.

We know that when their ENVIRONMENT is PREDICTABLE, and when EXPECTATIONS are CLEAR, students FEEL SAFE and are in a better position to LEARN EFFECTIVELY.

So...
In an effort to make the environment predictable, all staff members and students follow the same clearly stated procedures and expectations.

AT ST. MARY’S WE...
- Follow instructions
- Speak appropriately
- Listen to the speaker
- Move safely
- Keep hands, feet and objects to yourself
- Take care of all property

These expectations have been displayed in each classroom and around the school. Teachers discussed with their classes what each of the expectations might mean for them and how they could be lived out.

We know that POSITIVE REINFORCEMENT motivates students to learn to make positive choices about their behaviour.

So...
Staff members have set up systems to reward positive behaviour. While each class may have slightly different systems they are all based on the same premise.

For example:
In Year 1/2, 10 stars for positive behaviour collected on a star chart, results in the student receiving a short amount of free time to do an activity of choice. This might be 10 minutes free time
- on the computer,
- to use a box filled with special art activities
- to play a game with a classmate

The number of stars needed and resulting rewards will differ according to the age and interest of the children. This is all decided through negotiation between staff members and students.

Reward charts may also be sent home so that parents can see the great work their child is doing.

Continued over page...
We know that at times students make POOR CHOICES in regard to their behaviour.

So...
There are logical CONSEQUENCES related to the poor choice made by the student. Students are given a reminder about which expectation they have not followed.

If poor choices continue...
- they are moved away from the group
- they are moved to another part of the classroom or yard
- they may be asked to go to another staff member / the office
- and finally they will be sent to the Principal or Deputy Principal.

The steps will be followed sequentially. The poor choices made by the student will be discussed with them in light of who has been affected by their poor choices, what better choices they could make and what can be done to make things right.

If a student’s behaviour involves...
- violence (physical or verbal)
- destruction of property
- overt refusal to follow instructions,
...they will be sent to the Principal or Deputy Principal immediately.

When poor choices are made repeatedly and misbehaviour is deemed severe, students will complete a BEHAVIOUR THINK SHEET with the staff member who witnessed the inappropriate behaviour.
Students will be asked to reflect upon...
- What happened
- What choices they made
- Who else was affected and how
- How the student themself was affected
- What could be done to make things right

This sheet will be sent home for parents to sign so they are aware of their child’s behaviour.
If you have any questions about our approach, please contact your child’s class teacher or myself.

Margaret Masseni  (Student Wellbeing Leader)

KIDS MATTER supports Social & Emotional Learning for students & parents
www.kidsmatter.edu.au

National Buddy Day
Friday 7th June
Wear a splash of PURPLE to show your support of our Better Buddies program.

Good buddies don’t bully!

Classes will ‘buddy up’ to do activities together aimed at building a greater sense of connectedness between our children.

I would prefer....
- Monday 17th
- Tuesday 18th
- Thursday 20th

...for our June Walk / Ride to School Day