

Sacred Heart School Behaviour Support Framework

Creating and Maintaining Safe Learning Environments

Our Mission:

Sacred Heart School is centred in Jesus. We strive for educational excellence encompassing the spiritual, intellectual, social, physical, emotional, religious and creative development of our students.

We value the wonderful community spirit and pastoral care which permeates all aspects of our school life. Our parish priest, parishioners, staff, parents, guardians and students work collaboratively within this nurturing environment to maintain our Catholic practice and deliver a lifelong love of learning.

Our Motto: “To Learn, to Care, to Give”:

We remember the history and traditions of the Sisters of Saint Joseph of the Apparition and the Sisters of Saint Joseph of the Sacred Heart. Our school motto calls each of us to strive and challenge ourselves and others; ‘to learn, to care, to give’.

Our Core Values:

Our values are integral in all we do at Sacred Heart School. Children are recognised as they demonstrate the core values of:

- Compassion
- Courage
- Forgiveness
- Humility
- Respect for Human Dignity
- Service to Others

The Why:

This framework has been created to provide the school community with a common understanding of how Sacred Heart School will create and maintain a safe and supportive learning environment for its students. However, the framework cannot work unless all teachers have developed a positive relationship with each student in their classes and provide for an engaging classroom conducive to learning.

All teachers are expected to follow this framework. For the benefit of our children, the school’s six Gospel values should be aligned with the behavioural descriptors outlined in the framework. This needs to be taught whenever the need or opportunity arises. This will ensure that the students’ behaviour reflects the Student Code of Conduct. Therefore, they are putting their words into actions, in other words, they are living the Christian message.

Philosophy of Engagement

This chart describes an **engaging teacher's** and an **engaged student's** attributes that assist in establishing and maintaining a safe learning environment. These attributes contribute to a **positive relationship** within the class that is essential and underpins the classroom learning environment.

Behavioural Engagement <i>Actions</i> <i>Observable behaviours</i>	Emotional Engagement <i>Feelings</i> <i>Internal emotions</i>	Cognitive Engagement <i>Thoughts</i> <i>Internal cognitions</i>
Teachers who engage...		
- Establish classroom routines and procedures (<i>structure</i>) - Ensure consistent discipline practices and consequences - Are fair - Provide help to students who need it - Use specific and genuine praise - Provide strong guidance with clear purpose - Communicate clear expectations - Maintain high expectations of behaviour and learning - Explicitly state learning goals - Create meaningful learning goals - Ensure clarity of instruction - Model appropriate behaviour - Plan for high levels of student participation - Use non-controlling informational language	- Foster high-quality, positive, supportive teacher-student relationships - Are caring, understanding and nurturing - Show interest in students as individuals (<i>Know each student</i>) - Listen to students' points of view - Promote inclusion by treating all students equitably - Are respectful to all students - Encourage students' responsibility for their own learning (<i>sense of ownership</i>) - Offer genuine encouragement - Incorporate humour into teaching and learning - Promote students' sense of belonging in the school - Provide opportunities for students to experience success - Are empathetic - Are honest - Ensure all students feel emotional and physically safe - Build students' confidence	- Make the subject interesting by using resources and activities that promote student interest - Provide opportunities for deep understanding: critical thinking, analysis & problem solving (<i>higher-order thinking</i>) - Provide optimal challenge: tasks are challenging but achievable - Incorporate student collaboration in learning: active, hands-on, discussion & group work - Incorporate authentic, 'real-world' instruction and activities - Ensure learning is relevant to students' lives and experiences - Support students' personal goals, interests and preferences (<i>autonomy</i>) - When possible, allow students to choose the content they learn and how to demonstrate their understanding - Provide prompt, task-focussed and specific feedback - Incorporate fun into learning - Display enthusiasm for the subject - Adjust teaching to meet students' needs (<i>differentiation</i>) - Assess students' understanding frequently and in different ways - Provide relevant background knowledge - Encourage students to ask questions
Students who are engaged...		
- Answer questions - Attend school / class - Try / Make an effort - Follow instructions - Take part / are involved / interact - Listen - Are not distracted - Complete tasks / are on task - Are on time - Participate - Are prepared, are ready to learn, have equipment - Are productive - Respond to the teacher or tasks - Understand / comprehend (content / expectations) - Show it in their behaviour (e.g. body language, eye contact, eyes to the front, paying attention) - Work towards learning goals	- Care / want to be there - Connect to the teaching and learning process, teachers and students - Enjoy learning - Are excited - Feel they have a voice - Feel safe - Feel confident - Are happy - Laugh - Look forward to class / learning / activities - Are positive - Are resilient - Are respectful - Take pride in their work - Take responsibility / ownership for own learning - Take risks / are not afraid to make mistakes - Have trusting, equitable and positive relationships with teachers and students	- Ask on-topic questions to further their understanding - Are autonomous, independent, self-directed - Contribute - Are curious - Are enthusiastic - Investigate, inquire, discover, reason - Are focussed / concentrate - Are in the zone / experience flow / are lost in learning / immersed in learning - Are interested - Are invested in a task - Are involved in discussions - Are motivated / willing to learn / want to learn / desire to learn - Are proactive in their learning / shape their own learning / take initiative - Relate learning to own experience / see relevance - Seek feedback - Solve problems - Take on a challenge / try something new - Value their learning - Working productively with teacher and/or students

Years 2 – 6 Helpful Behaviours

We respect each other.	We respect our learning environment.	We respect school and personal property.
We respect each other's opinions & ideas.	We share and take turns.	We include everyone in work and play.
We care for our school environment.	We work and play both sensibly and safely.	We use kind words & actions with each other.
We listen respectfully to each other.	We always try our best.	We have a positive attitude.
We ask for help when needed.	We help each other.	

Kindergarten - Year 1 Helpful Behaviours

Use kind words	Keep hands to ourselves	Listen to our friends and teachers
Look after our friends	Look after our classroom and playground	Share and take turns
Tell the truth	Say sorry when we need to	Help to pack away
Practise doing our jobs independently		

SACRED HEART SCHOOL SUMMARY of LEVEL of UNHELPFUL BEHAVIOURS

Years 2 - 6		
Yellow	Orange	Red
Impulsively distract others	Distract others repeatedly or intentionally	
Interrupt each other	Interrupt others repeatedly and intentionally	
Give up or don't start work	Refusal to do work or follow reasonable instructions	Disobedience and defiance
Playing carelessly	Playing roughly	Physically grab, push, hit, kick, etc. anyone deliberately in anger or frustration
Run inside or on paths	Repeatedly running on paths after warning	
Be inattentive	Be inattentive repeatedly	
Ruin personal work/graffiti	Damage personal property intentionally	Damage school and other's property
	Answer back disrespectfully	
	Speak or act unkindly and disrespectfully	
Use inappropriate word accidentally	Swear or use inappropriate words	Swear or use inappropriate words intentionally in anger or to hurt
Using unkind words	Being mean on purpose	Continual and intentional bullying
Kindergarten - Year 1		
Yellow	Orange	Red
Distracting each other	Distracting each other repeatedly	Repetitive and intentional physical behaviour
Running inside	Ignoring our friends & teachers when they're talking to us	
Silly or inappropriate words and noises	Making our friends sad	
	Hurting our friends	

SACRED HEART SCHOOL LEVELS OF BEHAVIOUR RESPONSE PLAN - Year 1 -6 Classes

Purpose:	Cause:	Response:
<i>Developing competency</i> <i>Receiving recognition</i>	• Learning new knowledge and skills • Recognition of performance • Peer friendships and belonging • Feeling safe and supported • Earning class/school incentives • Groups points/competitions • Certificates/messages home	• Intrinsic reward • Verbal acknowledgement • Public recognition • Points system (individual, group or class) • Free Time/Play/Class Break • Values Awards • Small tokens of acknowledgement • Merit Certificates • Seesaw Messages
<i>Supporting & correcting minor unhelpful behaviours</i>	Monitoring/acknowledging difficulties and problem solving • Monitoring: scanning, circulating, pausing • Check in for information • Problem solutions conversation Task Support • Support (instruction/peer/environmental) • Alternatives to support learning Limit and Boundaries • Non-verbal correction: proximity/pausing/the look • Verbal correction • Choices and alternatives to support learning • Consequence Ready for learning support • Break • Regulating Activity	• Non-verbal warning - the 'look' • Proximity • Private verbal reminder/warning • Allow a break • Give options/choice • Name on board • Move to orange traffic light • Move away from group • Touch base with parents informally if on-going or concerned

	• Calm space	
<i>When capacity to teach and learn stops. Class safety is a concern.</i>	Keeping order for teaching and learning environment • Sit to side/time-out • School consequence Keeping Calm • Calming space/space to rest • Environmental/ Team supports Keeping Safe • Support from unhelpful to helpful space • Class movement/school procedures	• Move to red traffic light • Final warning - options/choice • Buddy class/break • Walk with the teacher at break • Brief time out during breaks • Formal meeting with parents • Inform leadership team • Behaviour Management Plan created by teacher to help child. •
<i>Management steps in to re-engage student and ensure safety and wellbeing of class and ensure teaching and learning can continue.</i>	Admin 1: Problem solving conversations and boundaries and limits Admin 2: Support to reset and re-engage Admin 3: School management/consequences	• Leadership team meets with student; in-school time-out; parents informed • Leadership supervises out-of-class detention with work; parent meeting; behaviour plan created with teacher/parents • Suspension (at home or in-school) isolated from class; parent meeting on return to school • Behaviour Management Plan created by teacher and admin team to assist child. • Expulsion from school
<i>Management steps in to re-engage student and ensure safety and wellbeing of class and ensure teaching and learning can continue.</i>	Restore, Repair, and Reconnect with learning 1. Acknowledge the difficulties and perspectives of all 2. Focus on repairing relationships 3. Problem solving for new solutions and skills 4. Re-start learning	

SACRED HEART SCHOOL LEVELS OF BEHAVIOUR RESPONSE PLAN – Kindy – Year 1

Purpose	Cause	Response:
<i>Developing competency</i> <i>Receiving recognition</i>	• Learning new knowledge and skills • Recognition of performance • Peer friendships and belonging • Feeling safe and supported • Earning class/school incentives • Groups points/competitions • Certificates/messages home	• Intrinsic reward • Verbal acknowledgement • Public recognition • Points system (individual, group or class) • Values Awards • Small tokens of acknowledgement • Merit Certificates • Seesaw Messages
<i>Supporting & correcting minor unhelpful behaviours</i>	Monitoring/acknowledging difficulties and problem solving • Monitoring: scanning, circulating, pausing • Check in for information • Problem solutions conversation Task Support • Support (instruction/peer/environmental) • Alternatives to support learning Limit and Boundaries • Non-verbal correction: proximity/pausing/the look • Verbal correction • Choices and alternatives to support learning • Consequence	• Non-verbal look • Proximity • Verbal warning • Redirect student • Move to orange traffic light

	Ready for learning support • Break • Regulating Activity • Calm space	
<i>When capacity to teach and learn STOPS</i> <i>Class SAFETY is a concern.</i>	Keeping order for teaching and learning environment • Sit to side/time-out • School consequence Keeping Calm • Calming space/space to rest • Environmental/ Team supports Keeping Safe • Support from unhelpful to helpful space • Class movement/school procedures	• Move to red traffic light • Remove student from group • Brief timeout in another room • Inform parents if continual
<i>Management steps in to re-engage student and ensure safety/wellbeing of class and ensure teaching and learning can continue.</i>	Admin 1: Problem solving conversations and boundaries and limits Admin 2: Support to reset and re-engage Admin 3: School management/consequences	• Longer timeout • Notify parents in person • Leadership notified
<i>Management steps in to re-engage student and ensure safety and wellbeing of class and ensure teaching and learning can continue.</i>	Restore, Repair, and Reconnect with learning 1. Acknowledge the difficulties and perspectives of all 2. Focus on repairing relationships 3. Problem solving for new solutions and skills a. Re-start learning	

Contemporary Research

The following extract is from an article from the *Australian Educational Research Organisation* (pp 2 -11, edresearch.edu.au) offers practical advice for ensuring that the classroom is a safe learning environment with staff that respond appropriately to maintain this safety.

Classroom management practice guide Responding to disengaged and disruptive behaviours December 2023

Effectively responding to disengaged and disruptive behaviours

This practice guide will support you to respond to behaviours associated with disengagement and disruption to maintain a safe and supportive learning environment for all students, and support students to focus on their learning. Positive learning environments are created when teachers establish and maintain positive teacher–student relationships and proactively teach, model, revise and reinforce the expected behaviours, routines and rules with their students. In a positive learning environment, expected behaviours are recognised, encouraged and reinforced using acknowledgement and praise.

While proactive classroom management is a preventative strategy, at times, for a range of reasons, students will demonstrate disengaged and disruptive behaviours. The aim of any intervention is to support student safety and focus on learning. Any response to disengaged or disruptive behaviour needs to focus on reminding students of the behaviour expectations or teaching students the skills needed to achieve these.

Goss et al. (2017) define **disengaged behaviour** as passive compliance, including passive disengagement, with little or sporadic engagement in learning, such as sitting quietly but not listening to the teacher, half-completion of tasks and requiring reminders to get work done.

They define **disruptive behaviour** as low-level actions that impact negatively on teaching and other students' learning, such as calling out, interrupting others, being restless, getting out of seats and not following the teacher's instructions.

To manage disengaged and disruptive behaviours:

1. Monitor all students.
2. Use a non-verbal correction.
3. Use a verbal correction.

Combining a deliberate pause with proximity, 'the look' or a gesture is powerful in helping to address disengaged and disruptive behaviours. Students will notice you're aware of their behaviour and will likely respond with a positive change.

Give the students time and space to respond to the non-verbal correction and acknowledge them correcting their behaviour (for example, thumbs up, 'Thank you' or a smile). This positive interaction helps maintain connections with the students while correcting their behaviour.

It's important to note that some students may not understand or respond positively to some subtle non-verbal corrections and will need clearer verbal corrections. Taking the time to teach students expected responses to non-verbal corrections may reduce the need for more intrusive responses over time.

3. Use a verbal correction

Verbal corrections aim to address students' disengaged or disruptive behaviour by reminding them of expectations and allowing them time and space to respond positively and re-engage with their learning.

Verbal correction should be done with minimal disruption to the flow and pace of a lesson. First, acknowledge students demonstrating the expected behaviour and deliberately pause to allow students not demonstrating the expected behaviour to correct their behaviour. If the behaviour is not corrected, use a verbal correction:

- **Private correction** at an appropriate time that doesn't interrupt the flow of the lesson – for example, when students are engaging in independent tasks or pair or group discussions. Crouch down beside the student and, using clear communication, a calm, non-threatening tone and a quiet voice, check if they misunderstand something about what they need to do. If the disengagement or disruption is due to misunderstanding, remind them to gain your attention next time they don't understand so you can give them the support they need. Address the misunderstanding.

If the behaviour is not related to a misunderstanding, remind them of the expectations or instructions. Identify the behaviour they were demonstrating, what they need to do to correct it and why. Acknowledge when they correct their behaviour.

1. State the expected behaviour '[Student name], it's important that you are looking at me and listening so that you understand what you need to do...'
2. State what they were doing '...You were trying to get [Name]'s attention when I was explaining the task...'
3. Re-state the expected behaviour '...Look at me and listen so that you know what you need to do. Thank you.'

It's important that quiet, positive interactions with individual students regularly occur in your classroom, such as helping them and privately acknowledging or praising their behaviour. This helps to build connections with students and enables you to give a private correction to disengaged or disruptive behaviour without highlighting it to others. Be mindful of your position when interacting with students, ensuring you can still scan the whole class.

- **Quick group or whole-class reminder of expectations** using clear communication and an assertive voice. Provide students with a short reminder of the expected behaviour. Allow time and space for students to action the correction and acknowledge when the behaviour expectation is met.

'Can we all make sure we're using the equipment to complete the maths activity only.' [*Pause, scan and acknowledge those who've followed the direction.*] 'Thank you.'

- **Anonymous correction** using clear communication and voice control to state the expected behaviour and identify that there are students not meeting it. Allow the students time and space to action the correction and acknowledge when the behaviour expectation is met.

'Thank you to those students who are facing the front, looking and listening.' *[Pause and scan.]* 'I can see 2 people whose attention is not with us yet.' *[Pause and acknowledge those who have followed the direction].* 'Thank you.'

- **Quick correction**, using clear communication and voice control to provide the students with a short identification of the expected behaviour. Allow the students time and space to correct their behaviour and acknowledge when the behaviour expectation is met.

'[Student name], focusing on your own work.' *[Pause and acknowledge the student making the correction].* 'Thank you [Student].'

In some instances, you may need to provide a prompt for the students to engage in the positive learning behaviour – for example, 'Show me [state expected behaviour]. Thank you'.

After using a verbal correction, allow the students time and space to demonstrate the positive expected behaviours. Acknowledge when the behaviour expectation is met to reinforce the expected behaviours and support the learning of that behaviour while also maintaining a positive relationship with the students.

4. Give a choice

Some students may not respond positively to non-verbal and verbal corrections and continue to engage in disengaged or disruptive behaviour. A choice can function as a prompt for both the positive alternative behaviour the student should be engaging in and the help you can offer. It's also a signal of the consequence if the prompt is not followed.

When disengaged or disruptive behaviour continues following non-verbal and verbal correction, it's important to briefly consider why the student is behaving in this way and what might be contributing to their behaviour:

- Is the student moving away from something (for example, work, peers, staff, etc.) or towards something (for example, preferred items, the attention of peers and staff, etc.)?
- Is there is a skill gap that needs supporting (for example, task-related, class expectation or social skill, etc.)?
- Is there something you've brought to the situation to contribute to their disengaged or disruptive behaviour (for example, Did you get straight into teaching without checking in with the student after break? Did you correct their behaviour and not another student's similar behaviour?)?

Briefly considering the cause of the behaviour will help you select supports and identify consequences that better match the student's needs, do not reinforce the behaviour, and reduce the likelihood of escalating the situation and making the problem worse.

The student should be given the choice to:

1. correct their behaviour themselves
2. receive support
3. receive a consequence.

Choices should be given, not as an ultimatum or threat, but to correct and discourage the disengaged or disruptive behaviour and support re-engagement and participation.

Consequences are a necessary component of teaching and reinforcing the expected behaviours for learning. They act as a deterrent and support in managing disengaged and disruptive behaviours. They can serve as reminders of the expectations, allow for more specific instruction away from sources of distraction or influence, as well as support more targeted skill building. Consequences may include:

- moving desks and seats away from the distraction or those being disrupted
- having the student put a distracting or disruptive item on your desk
- completing unfinished work at another time
- speaking with you at break, practising the expected behaviours, such as gaining your attention to ask for help, and planning support for future lessons, such as using a break card to take a quick break or using a visual to indicate help is needed.

Unreasonable consequences that aren't related to the behaviour, explained to the student or applied consistently may lead to disengaged or disruptive behaviour escalating and damage to the relationship with the student due to a sense of unfairness. These might include consequences that are excessive in duration, excessive in the amount of additional work required or explained in an impolite, disrespectful way.

Avoiding disruption to the lesson flow and as privately as possible, clearly communicate the choice to the student in a calm, respectful tone (that is, not sarcastic or intimidating) and with non-threatening body language (that is, not standing over the student but instead moving to their level, side-on and not invading their personal space).

1. **Try to identify the cause of the behaviour and offer support if required** – 'What is it that you need to talk with {Name} about?', 'What is this question asking you to do?' or 'What are you going to write here?'

Support the student as required if the cause is identifiable.

2. **State the expected behaviour and the impact on others and themselves of the disengaged or disruptive behaviour** – '[Student name], focus on completing your learning task, please. Talking to the person next to you interrupts both of your learning.'

3. **State the consequence should they not correct their behaviour** – 'If you continue to talk, you'll need to move to the empty desk. Anything not completed will need to be done at break time and for homework.'

Once the options are given, allow the student time and space to make their choice.

If the student decides to make the positive choice, acknowledge this – for example, 'Thank you for moving to a place where you are able to focus.'

5. Implement the consequence

Part of developing trusting relationships is students knowing that you'll follow through on what you say. Consequences are only effective if consistently applied to disengaged or disruptive behaviour. If you say a consequence will happen if a student continues their disengaged or disruptive behaviour, it's important that you implement it.

Consequences to common disengaged and disruptive behaviours should be explained to students when establishing expectations, routes and rules, giving examples for certain behaviours. Ideally, consequences are part of a consistent school-wide approach and aligned with the values and desired outcomes of the school community.

A consequence should be implemented respectfully and as privately as possible to support and maintain the student's dignity and the teacher–student relationship. It should also avoid unnecessary attention being drawn to the situation to minimise disruption to the rest of the class.

1. **State the behaviour** – '[Student name], you've continued to talk to [Name] rather than complete your task.'

2. **Implement the consequence** – 'Move to the empty desk, please.'

Allow the student time and space to follow your instruction. Move away to avoid escalation through physical presence and use a combination of circulation and scanning to monitor the student, while also monitoring the rest of the class. After a short period, check that the student has responded, or understands when they're required to complete the consequence.

3. **Acknowledge the decision they've made to re-engage in learning and positively reaffirm the appropriate behaviour** – 'Thank you for moving and focusing on your learning. What question do you now need to answer?'

If the student refuses to follow your directions at this point, follow your school's behaviour procedure to seek

