



ST PETER'S PRIMARY SCHOOL

Behaviour Support Guidelines: Creating and Maintaining Supportive and Safe Learning Environments

This document is comprised of a (1) Policy Statement and (2) Professional Practice Guidelines.

(1) Policy Statement

Rationale

It is an expectation that all members of the St Peter's school community have the right to experience a caring, safe and supportive school environment. The St Peter's Behaviour Support Policy is informed by clear expectations, a consistent approach, behaviours that meet expectations, and restorative supports to reengagement. Respectful communication between parents, carers and the school is of vital importance.

Vision

Our **vision** is of a community where students graduate from St Peter's as successful learners today and are prepared for tomorrow with strong faith and the core values of Trust, Respect, Unity and Excellence. The dignity and respect of each person in the school community are considered as fundamental in the entire educational process.

School Values

Trust: having faith and belief in God, family, yourself and others

Respect: treating people and places with care and consideration

Unity: working together as a team to achieve a common goal

Excellence: striving to be your best and create opportunities to achieve success

Accepted professional expectations for our school team:

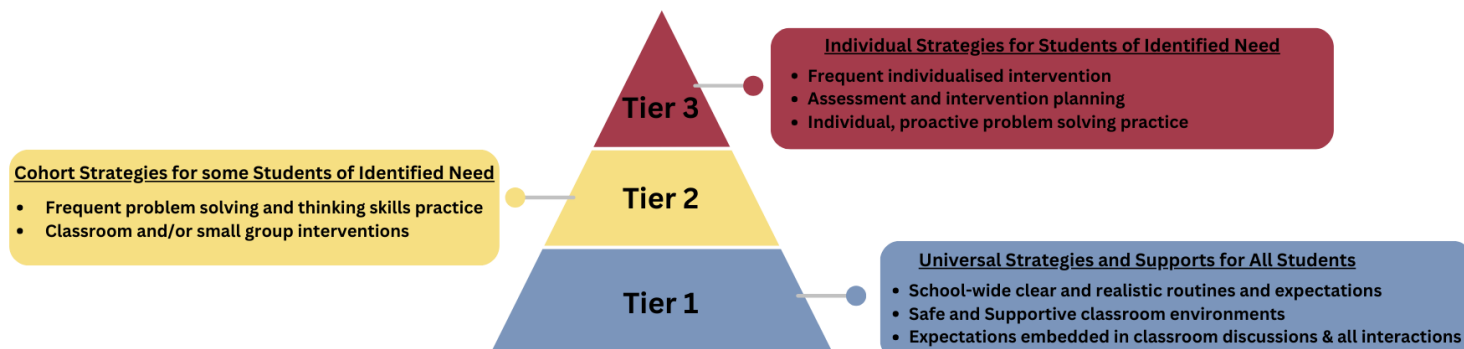
- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities
- Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks
- Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully
- Ensure students' wellbeing and safety within the school by implementing school and/or system, curriculum and legislative requirements
- Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching

(Source: [Australian Institute for Teaching and School Leadership - Standards](#))

(2a) Professional Practice Guidelines Overview

Our professional practice guidelines are provided to help teachers create and maintain safe and supportive learning environments, through contemporary, evidence-based practice approaches.

Multi-tiered System of Support



(Reference: [Think Kids - Multi-tiered System of Support](#))

Developmental Understandings Over Time

Behaviours are a way of students communicating a need or emotion, and whilst all feelings are acceptable, not all behaviours are. We recognise that many behaviours are developmentally appropriate and, as a school, we work to support students to make positive behaviour choices, whilst maintaining the dignity and rights of each individual student.

Inclusive Education

St Peter's seeks guidance from the Disability Discrimination Act (DDA) and the Nationally Consistent Collection of Data (NCCD) to ensure that all students are treated with respect and dignity. These guidelines play a crucial role in promoting equality, protecting the rights of individuals with disabilities, and creating a more inclusive and accessible society. The Disability Discrimination Act provides the legal framework to address and rectify any disparities, ensuring that individuals with disabilities are given the same rights and opportunities as their peers.

(Source: [Nationally Consistent Collection of Data \(NCCD\)](#))

Incident Response – Student Interactions

As a URStrong school, we implement a developmental skills-based, whole school approach that teaches interpersonal skills and conflict resolution, empowering students to self-govern and build healthy relationships.

Reference: [URStrong](#)

(2b) Professional Practice Guidelines

Positive Teacher - Student Relationships

We build positive relationships by:

1. Modelling expectations for behaviours and routines to create a safe and predictable learning environment that builds trust.
2. Greeting students warmly using their preferred name when they enter the room.
3. Acknowledging and praising students for their behaviour and efforts.
4. Understanding student needs and meet students where they are at.
5. As staff, being aware of how our values, beliefs and knowledge about learning and student behaviour impacts on our engagement with students.
6. Demonstrating that we are trustworthy, consistent and reliable over time.

High Expectations for Student Behaviour

We set clear expectations for students by:

1. Clearly articulating expectations for behaviour, teach expected skills and allow time to practice these skills.
2. Modelling and explicitly teaching expectations, routines and rules and reinforce these over time.
3. Addressing behaviour that does not meet the high expectations set for the class (ignoring these behaviours can lead to a decline in expectations over time).
4. Staff regularly reflecting on their own behaviours, to ensure that consistent modelling of high expectations is maintained.
5. Providing predictability, structure and support.

Teach Routines

We effectively teach classroom routines by:

1. Introducing routines and explaining why these are important: (e.g. entry/exit of classroom routine, movement around school routines, lining up routines).
2. Modelling and practicing routines together, praising students who are meeting expectations, supporting students that are working towards routines.
3. Removing scaffolding from the routines and allowing opportunities for students to demonstrate independence, transferring ownership of the routines to students.
4. Reinforcing and consistently maintaining routines.

Establishing and Maintaining Classroom Rules

We develop safe and supportive learning environments by maintaining appropriate rules:

1. Introducing and explaining each rule clearly (what/why) and displaying these for constant reference.
 - Rules should be introduced on the first day of school and then explicitly taught in smaller chunks over the following days/weeks.
 - Rules are to be based on the school's TRUE Values.
 - Rules should be positively framed, age appropriate and clearly communicated.
2. Revising rules where necessary, checking on student understanding- what does this look like, sound like?
3. Monitoring and reinforcing rules consistently, practising with students where necessary.
4. Acknowledging or praising when rules have been followed; this builds intrinsic motivation to repeat the behaviours.

At St Peter's, we:

- Communicate positive messages home
- Deliver constructive feedback and thoughtful praise that is timely, genuine and reinforces behaviours
- Respond supportively to struggles
- Thank students for their efforts
- Speak to students privately to maintain dignity and avoid embarrassing them in front of their peers
- Give students a chance to change their behaviour direction
- Use informed conversation to build trust
- Uphold confidentiality
- Listen to and acknowledge student concerns
- Use critically reflective practices where teachers examine their own identity, culture, history, bias, values and knowledge, and reflect on how these can impact the development of relationships with students, families and the wider community

Supporting Documents

- [St Peter's Code of Conduct](#)
- [Kimochis](#)
- [Nationally Consistent Collection of Data \(NCCD\)](#)
- [Australian Education Research Organisation - Discussion Paper](#)
- [Early Years Learning Framework](#)
- [Child Safe Framework](#)
- [Zones of Regulation](#)
- [Think Kids - Multi-tiered System of Support](#)
- [URStrong](#)
- [Australian Institute for Teaching and School Leadership - Standards](#)