

Student Management Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact a Sub School or the General Office

Purpose

The College Student Management Policy aims to:

1. Ensure a cooperative, supportive, safe and orderly environment where effective learning and teaching occur.
2. Establish structures and processes which focus on a School Wide approach to Positive Behaviour Support (SWPBS).
3. Outline our shared expectations in relation to acceptable student behaviour and appropriate discipline and support measures.

Scope

This policy applies to students when they are at the College, travelling to or from school or while engaged in an official school related activity or event.

Policy

Student rights and responsibilities

All members of our school community have a right to experience a safe, supportive and productive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Therefore, the College's Student Management Policy is based on the following personal and communal rights and responsibilities:

- All students have the right and responsibility to learn;
- All students have the right to feel comfortable & safe, and the responsibility to contribute to the comfort & safety of others;
- All students have a responsibility to develop empathy for the wellbeing of others.

All students have the right to learn

This means that all students have the right to:

- Learn as much as possible and participate fully in their education program;
- Have all work expectations clearly explained to them;
- Receive regular feedback about their progress;
- Have a curriculum that is meaningful and appropriate, whilst also being challenging and promoting high expectations;

And all students have a personal and communal responsibility to:

- Take full advantage of learning opportunities in order to strive for personal excellence;
- Behave in a way that allows others to learn and work effectively;
- Respect the right of others to learn, and
- Encourage others to behave appropriately and to work hard.

All students have the right to feel secure and happy at school

This means that all students have the right to:

- Be emotionally and physically safe;
- Be valued as individuals, and treated justly and fairly at all times;
- Learn in a safe, orderly environment free from bullying, harassment, violence, discrimination or intimidation
- Respectfully express their ideas, feelings and concerns.

And all students have a personal and communal responsibility to:

- Be aware of, and to follow, College policies and procedures;
- Obey all reasonable requests of staff members;
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community;
- Contribute to school-based decisions through active participation in student forums, leadership activities and peer representation roles.

All students have a responsibility to develop empathy for the wellbeing of others

This means that all students have a personal and communal responsibility to:

- Treat, and encourage others to treat, all members of the College community fairly and with respect;
- Respect and encourage others to respect both personal and College property;
- Accept and encourage others to accept differences in the cultural backgrounds, opinions, gender, sexual diversity and attitudes of others.

College Behaviour Matrix

All members of our College community demonstrate these rights and responsibilities by enacting the behaviour expectations outlined in the College Behaviour Matrix. The overarching expectations are to:

- Be safe
- Be respectful
- Be responsible

A matrix with specific rules relating to each of these expectations has been developed relating to different areas of the College. These are displayed around the College and printed in student diaries. The full matrix is detailed below:



ST ALBANS
SECONDARY COLLEGE

SWPBS at St Albans Secondary College

	SAFE	RESPECTFUL	RESPONSIBLE
ALL LOCATIONS	We: • keep our hands and feet to ourselves. • follow instructions first time, every time. • move around the school in a calm and orderly way. • report unsafe behaviour. • seek assistance when required.	We: • use kind language and manners. • are inclusive. • look after school and others' property. • value others' boundaries.	We: • attend school every day. • keep phones off and in our lockers. • wear the correct uniform. • are punctual. • try our best every day.
IN THE CLASSROOM	We: • stay in assigned seats. • enter and exit calmly. • keep chair legs on the ground. • hand things to each other. • use equipment for its intended purpose.	We: • allow each other to learn. • listen when people are talking. • make positive contributions. • support each other to do our best. • speak at an appropriate volume.	We: • bring all our equipment. • ask for help. • act on feedback. • participate in class activities. • submit our own work.
STUDENT BATHROOMS	We: • use our year level's bathrooms. • use toilets and amenities for intended purpose. • wash our hands.	We: • give others privacy. • clean up after ourselves. • use only what we need.	We: • keep the toilets and amenities clean. • use bathrooms before/after school and at breaks. • seek permission to use bathrooms during class time. • report damage.
LOCKERS	We: • wait our turn to use the lockers. • keep our belongings in our own locker. • keep locker areas clear and accessible.	We: • place rubbish in the bins. • use lockers in a timely manner. • keep our locker clean.	We: • use lockers before/after school and at breaks. • lock our lockers. • keep lock codes private. • keep items organised and tidy. • report damage and graffiti.
PRACTICAL CLASSROOM	We: • report hazards. • stay in assigned work areas. • wear appropriate/relevant PPE. • use equipment correctly.	We: • share our equipment and resources. • share the workspace. • provide positive feedback.	We: • follow safety expectations. • report injuries and damage. • return equipment and resources. • clean our workspace after use.
STUDENT SERVICES	We: • enter in a calm and orderly manner. • exit in a calm and orderly manner.	We: • communicate calmly at an appropriate volume. • are patient and wait our turn. • maintain others' privacy.	We: • clean up after ourselves. • seek support outside of class time. • make appointments.



	SAFE	RESPECTFUL	RESPONSIBLE
LIBRARY	We: • walk calmly. • use furniture as intended.	We: • speak quietly. • finish food and drink before entering. • treat equipment and resources with care.	We: • return our library books on time. • ask to use equipment and resources. • return equipment and resources.
CANTEEN	We: • form one line inside the railings. • wait our turn to order food. • stand away from the exit doors.	We: • say please and thank you to canteen staff. • put our rubbish in the bin.	We: • order our own food with our own money. • pay with a physical card or cash. • only enter the canteen to purchase food/drink. • use the correct entry and exit doors.
GYM, COLA, and OVAL	We: • carry equipment to the space. • report hazards. • move considerately during play. • play non-contact sports. • carry equipment from the space.	We: • share sports equipment. • share active play spaces. • use equipment correctly. • are inclusive when playing games.	We: • return equipment. • report injuries. • wear full PE uniform (during class). • finish food and drink before entering the gym or COLA.
SCHOOL EXCURSIONS AND CAMPS	We: • look out for the welfare of others. • follow the rules of the area. • make our location always known. • follow travel instructions.	We: • use manners with the public. • clean up after ourselves.	We: • engage in activities. • follow the dress code. • bring all equipment. • follow the schedule.
ONLINE	We: • keep passwords private. • interact with people we know. • block DMs from strangers.	We: • post positive and inclusive content. • get consent before sharing images or information. • cite references.	We: • charge our devices. • bring our device to class. • check Compass and school emails daily. • report inappropriate content. • discuss AI use with our teacher.

Setting Expectations

All teachers are to set clear expectations with all their classes based on the Matrix. To set clear expectations with students, teachers should ensure they are explicit and **framed positively**. Teachers identify the behaviour they want to see, not the behaviour they don't.

EG: 'In this class, we listen while others are speaking'

Rather than 'In this class, we don't interrupt'

Instead of...	Write...
No talking while others are talking	One person speaking at a time
Hands off	Respect personal boundaries
No swinging on chairs	Four legs on the floor at all times
No put downs	Use kind language

When setting expectations, teachers can use a variety of methods depending on how much time they would like to dedicate to the task.

Method 1:

Write 4-6 rules and take these to the class to discuss

EG:

Our Classroom Values	
1. Be safe	Stay in our seats. Respect personal boundaries.
2. Be respectful	Learn names. Listen to each other. Use kind language.
3. Respect others' right to learn	Listen when the teacher is speaking. Follow the LATAR model.
4. Take responsibility for learning	Be organised. Write down homework. Ask for feedback.

Method 2:

Come up with key areas to discuss and collaborate with the class to write the rules.

(Examples will be sent out with slides)

Method 3:

You could use a variety of activities to collaborate with the class: jigsaw, silent conversations, vote, reflective questions (such as 'What might you find most challenging?') etc.

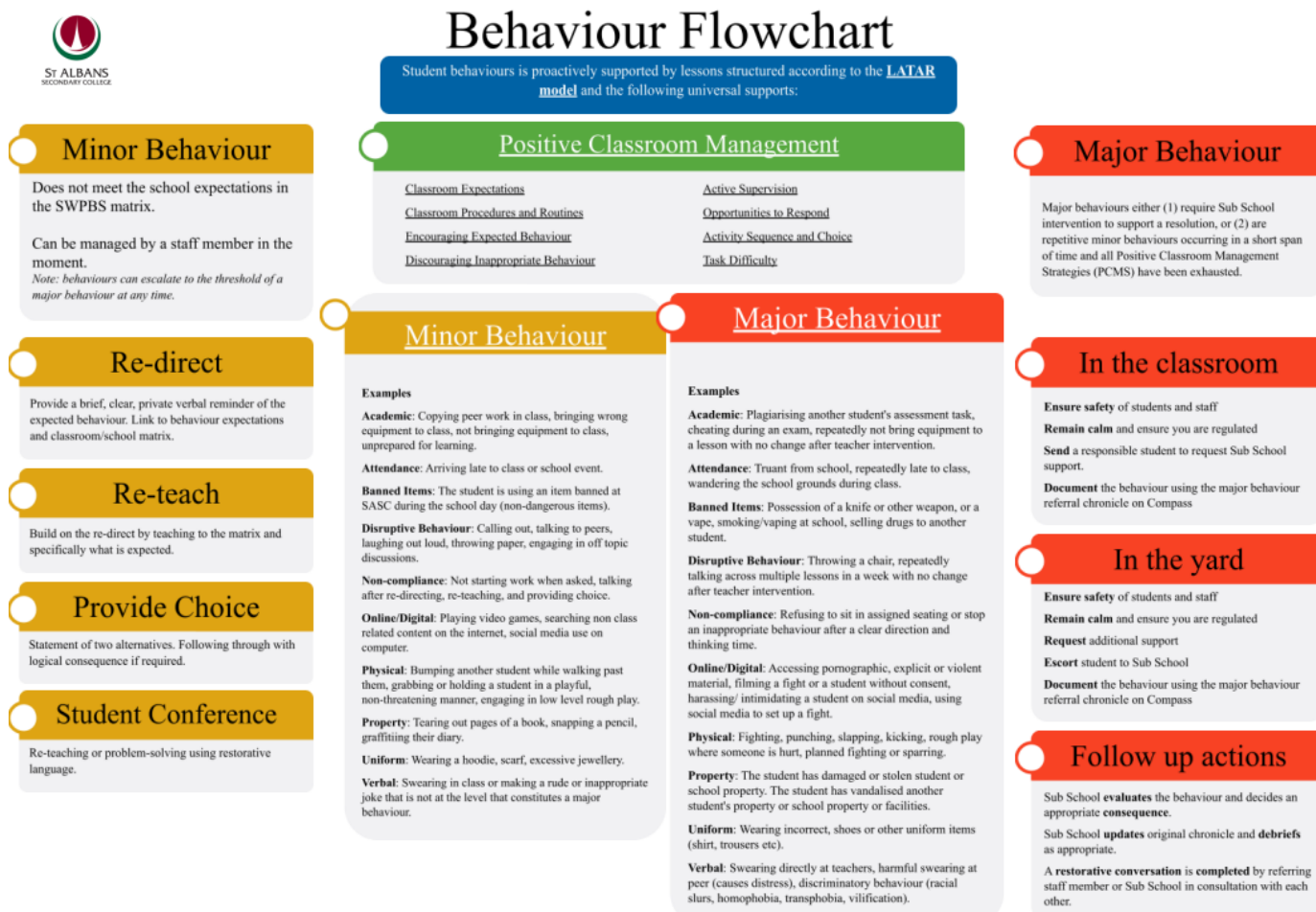
To teach students specific behaviours that will enable them to meet our expectations we must:

- **Tell** – introduce the expected behaviour and discuss why it is important
- **Show** – demonstrate and model expected behaviours
- **Practice** – role play expected behaviours in relevant contexts

For more information on reinforcing expectations refer to the examples in Appendix 3 and the PCMS resource in Appendix 4

Responding to behaviour – Whole School Approach

The College approach to responding to behaviour is outlined in the Behaviour Flowchart. A full digital version with hyperlinks can be found [here](#).



The behaviour flowchart has been developed in consultation with staff and adheres to the Department of Education Positive [Classroom Management Strategies \(PCMS\)](#). These strategies form part of this policy and the College approach to responding to classroom misbehaviour and should be read alongside this policy. A copy can be found in Appendix 4.

The flowchart provides guidance on how to manage minor and major behaviours.

Minor behaviours

Minor behaviours do not meet the school expectations in the SWPBS matrix. They can be managed by a staff member in the moment. Minor behaviours are to be recorded on Compass, however, are not responded to by Sub School Staff.

Note: behaviours can escalate to the threshold of a major behaviour at any time.

Examples can be found [here](#)

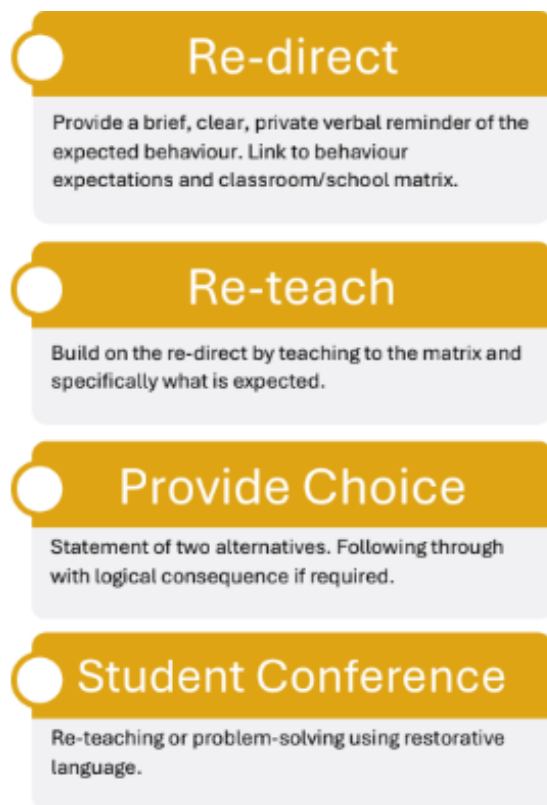
Major Behaviours

Major behaviours either:

- require Sub School intervention to support a resolution, or
- are repetitive minor behaviours occurring in a short span of time and all Positive Classroom Management Strategies (PCMS) have been exhausted.
- Major behaviours must be documented on Compass

Examples can be found [here](#)

Addressing minor behaviour



Re-directs - examples:

"Remember to keep hands and feet to ourselves."
"Is that a positive contribution? Positive contributions only, folks!"
"Handing things to each other, please."

Re-teach – examples:

"We show that we are safe in the classroom by staying in our assigned seats and having all chair legs on the ground."
"Who remembers how we demonstrate respect in the classroom?"

Provide Choice

You need to provide two genuine alternatives.

Not: "Sit here or you're going to the coordinators."

But: "Sit here, or here. Your choice."

Not: "You can start Exercise 1, or stay back during lunch."

But: "You can choose which question to start with."

Student Conference

These will often take place more privately. For example,

- "I noticed _____. Help me to understand what is going on for you."
- "How could you have responded differently?"
- "What part could you take accountability for?"
- "What might be a better way to approach this situation in future?"
- "What do you think is the best approach for the remainder of this lesson?"

Please refer to Appendix 1 for more detailed information on how to lead a restorative (WARRM) conversation.

Document the minor behaviour and the actions you took on Compass using the Minor Behaviour Chronicle.

Addressing major behaviour

Identify whether it is major

- Is anyone's safety at risk?
- Have the PCMS been exhausted?
- Has the student shown a degree of disrespect to the teacher or student that is unacceptable?

How to escalate

- Send the student to Sub School - or send another student to request Sub School support
- Write compass post detailing incident - describe facts and actions, use neutral language, avoid personal opinion, include relevant context
- Organise a restorative conversation in conjunction with the Coordinator

Reward and Recognition for Positive Behaviour

A fundamental aspect of the SWPBS system is recognising and rewarding positive behaviour. School-wide systems are developed to acknowledge expected behaviour and promote commitment from all members of the school community.

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes. Teachers should implement this practice because it reinforces good behaviour and motivates students to maintain high standards. Consistent positive reinforcement also builds a supportive and inclusive classroom culture, leading to improved academic and social outcomes for all students (Department of Education, 2025)

A key component of reinforcing positive behaviour is through providing praise to students when they are meeting your expectations.

Praise has been acknowledged as the simplest classroom management strategy to implement (Gable, Hester, Rock, & Hughes, 2009). It has also been noted as a tool to reinforce student behaviour (Conroy, Sutherland, Snyder, Al-Hendawi, and Vo, 2009;

Weeden, Wills, Kottwitz, and Kamps, 2016) and is an opportunity to recognise student engagement (Embry & Biglan, 2008). Its use has been correlated with positive academic and social outcomes (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008) as well as teacher self-efficacy (Reinke, Herman, & Stormont, 2013).

In a study by Caldarella, Larsen, Williams, Downs, Wills, and Wehby (2020) they found that as teachers' Praise to Reprimand Ratio (PRR) increases students' on-task behaviour linearly increases and there is not a tipping point. In other words, there is a direct relationship between student engagement and the praise provided by the teacher. If teachers can increase their PRR to even a 1:1 ratio, students' on-task behaviours will improve. This research clearly indicated that if teachers can simply praise more and reprimand less, student behaviour is likely to improve.

Praise can be contingent (specific to behaviours) and **non-contingent** (smiles, nods, greetings, high five etc)

Contingent praise needs to be positive and specific. It's not enough to simply tell a student, "well done," and offer no context. Such praise is meaningless to the student, who may not understand why they are being praised. Offering a few specific details along with the praise provides the feedback necessary to help reinforce desired behaviours.

Non-contingent praise is provided regardless of performance and is also important to create a positive learning environment.

For more information refer to Appendix 3 'Reinforcing expectations.'

Student Positive Behaviour Recognition slips

Student Positive Behaviour Recognition slips are used to provide contingent praise to a student for meeting expectations. These should be given freely and frequently. Aim to give some out every single class and try to make sure all students receive a slip every term. Sub Schools collect the slips and student 'winners' are randomly drawn during Year level Assemblies.



Positive Behaviour Recognition



Name _____ Class _____

You have been noticed for being...

Drop this in the raffle box
at your Sub School for your
chance to win a prize

☐	SAFE
☐	RESPECTFUL
☐	RESPONSIBLE

Teacher code _____ Date: _____

House points

House points can be given for students who go above and beyond. Equally try to give some house points every class/week and by the end of the term it is great to find a reason for every student to receive house points.

Students will receive bronze, silver and gold awards each Semester based on the house points they have accumulated.

Please refer to the [house points guide](#)

Post Cards

The SWPBS Postcards are a very 'special' recognition award given to a handful of selected students at the end of each term.

Each sub-school leader can select students based on any of the following:

- Consistently displaying the SWPBS values of safety, respect and responsibility
- Have gone 'over & beyond' in terms of behaving in accordance with our school values
- Have received numerous green posts and recommendations by staff (potentially may not have already been recognised by other awards or leadership positions)

Sub School Leaders select a Postcard and write a personalised message, and it is then sent to the student's home via post, inside the envelope provided.

Reference List

Caldarella, P., Larsen, R. A. A., Williams, L., Downs, K. R., Wills, H. P., & Wehby, J. H. (2020). Effects of teachers' praise-to-reprimand ratios on elementary students' on-task behaviour. *Educational Psychology*. Advance online publication. <https://doi.org/10.1080/01443410.2020.1711872>

Conroy, M. A., Sutherland, K. S., Snyder, A., Al-Hendawi, M., & Vo, A. (2009). Creating a positive classroom atmosphere: Teachers' use of effective praise and feedback. *Beyond Behavior*, 18(2), 18–26.

Department of Education. (2025) Positive Classroom Management Strategies, URL: <https://www.schools.vic.gov.au/pcms>

Embry DD, Biglan A. Evidence-based kernels: fundamental units of behavioral influence. *Clin Child Fam Psychol Rev*. 2008 Sep;11(3):75-113. doi: 10.1007/s10567-008-0036-x.

Gable, R. A., Hester, P. H., Rock, M. L., & Hughes, K. G. (2009). Back to Basics: Rules, Praise, Ignoring, and Reprimands Revisited: Rules, Praise, Ignoring, and Reprimands Revisited. *Intervention in School and Clinic*, 44(4), 195-205. <https://doi.org/10.1177/1053451208328831>

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Simonsen, Brandi & Falcon, Sarah & Briesch, Amy & Myers, Diane & Sugai, George. (2008). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education and Treatment of Children*. 31. 351-380. 10.1353/etc.0.0007.

Weeden, Marc & Wills, Howard & Kottwitz, Esther & Kamps, Debra. (2016). The Effects of a Class-wide Behavior Intervention for Students with Emotional and Behavioral Disorders. *Behavioral Disorders*. 42. 285-293. 10.17988/BD-14-12.1.

Policy Review and Approval

Policy Last Reviewed	September 2026
Consultation	Staff School Council Student Representative Council Student Wellbeing Committee
Approved By	School Principal
Next Scheduled Review Date	Sept 2028

Appendix 1

W.A.R.R.M conversations

This section suggests restorative dialogue and vocabulary to use when you are holding a student conference regarding behaviour.

The aim of the restorative questioning is to ask questions that hold people accountable in a guided discussion about a specific incident (good and bad). We want to gain a shared understanding of what happened, how people have been affected and how we can move forward. This can also be called a W.A.R.R.M conversation.

Conduct a W.A.R.R.M conversation with the student after class is over. Make sure that you and the student are seated, and you are facing the student. Maintain eye contact (if culturally appropriate) while leaning forward slightly. Use non-verbal signals like nodding while listening. It is essential to remain calm during a restorative conversation.

The structure of a W.A.R.R.M conversation is:

- **What happened?** - Story telling (what, which, how, where, when, who)
- **Affect** – feelings & emotion (who has been affected & in what ways)
- **Reflection** – better choices (if you had your time over again what would be different?)
- **Repair** – making things right (what needs to happen to fix things)
- **Moving on** – plans & agreements (prevention & behaviour change)

Sample restorative questions you might use in a W.A.R.R.M conversation - Teacher and student (one on one conversation)

- What happened? Where were you? Who were you with? What happened next?
- What were you thinking/feeling when you? And what did you do then?
- Who has been affected by what you did/In what ways?
- What have you thought about since?
- What needs to happen to make things right?
- What would be a good plan/agreement if this happens again?
- Note - what, where, which, who, when and how...sometimes 'why' is not so effective.

EXAMPLE Scripts

W – What happened?

- *Hi _____ good to see you. I need your help with something. Can you tell me what happened last lesson in class.*
- **Use questioning to determine what happened?**
 - *Tell me what happened?*
 - *Where were you? Who were you with? What happened next?*
 - *What were you thinking/feeling when you...?*
 - *What did you want when you said/did ...?*
- **If necessary guide the student using an affective statement.**
 - *When you talk while I am talking, I'm concerned that the other students can't hear what I'm saying.*
 - *I feel worried when you come late because it distracts the rest of the students, and they need to concentrate on the beginning of the lesson. They will lose out.*
 - *I'm concerned that someone will be hurt if students fight.*
- **Listen - and paraphrase students' facts and feelings.**
 - *You seem to be saying that you need to talk as you are worried that ...*
 - *So the reason you come late is... and it's not your fault.*
 - *You only fight because...*

A – Affect .

- **Who was affected?**
 - *When you call out in class who does this affect?*
 - *In what ways does this impact others/the class/the teacher?*

R – Reflect

- **Where appropriate - confront the student's argument. Try to show that the student's behaviour is unreasonable.**
 - *So what you are saying is that because I didn't see Eric talking I shouldn't try to stop you interfering with the right of your friends to get on with their learning?*
 - *Because you were angry, that gave you the right to swear at Cleo and distress her?*
 - *Are you saying that you don't care about your friends?*
 - *Is what you said/did right or wrong?*
 - *Is what you said/did helpful?*
 - *Is what you said/did cruel or kind?*
- **Get the student's agreement that there is a 'problem'.**
 - *Is that OK at our school?*
 - *What does the values matrix say about that?*
 - *Would you agree they didn't feel connected/protected/respected by your actions?*
 - *Would you agree there is a problem?*
- **Have the student consider what they would do differently next time**
 - *If you had your time over again what would be different?*

R – Repair

- **Have the student provide a solution that meets both his/her and your needs. If necessary, suggest some.**
 - *What needs to happen to make things right?*
 - *So what can you do about it?*
 - *How can you be sure that you can arrive on time?*
 - *Next time, rather than fight, what might you do instead?*

M – Moving on

- **Make a plan**
- **Evaluate all the solutions and find one acceptable to both you and the student. Set a timetable to evaluate its effectiveness.**
 - *What would be a good plan/agreement if this happens again?*
 - *OK, then we'll try it until [insert an appropriate time period in here] and see how it goes.*

Appendix 2

Detention Guidelines

This section details detention requirements that teachers and Year Level Coordinators must follow as outlined by the Department of Education and Training.

Students may be given detention as a management strategy, provided the following conditions are observed:

Classroom Teacher action:

Teachers may require a student, at a reasonable time and place, to:

- Finish schoolwork that has not been completed in the regular classroom;
- Undertake additional work or duties; or
- Undertake new work or duties,

No more than half the time allocated for any break may be used for a detention (ten minutes at recess and twenty-five minutes at lunch).

Where students are required to undertake detention after school:

- Parents must be informed at least the day before the detention by the YLC
- The time of detention should not exceed forty-five minutes
- Where family circumstances are such that the completion of after-school work would create undue hardship, the school may choose to negotiate alternative disciplinary measures with the parent/s.

Appendix 3

Reinforcing Expectations - Some Examples

Direct and positive framed instructions <i>Clear, short positively worded instructions help students understand what you expect them to do</i>	Instructions help students organise what they are required to do. Students are then able to begin the task as soon as possible helping to minimise off task behaviour. Phrase instructions positively and as a direction rather than a question i.e. tell students what you want. E.g. "Look this way, thanks," instead of "would you like to look here everyone?" Ensure you have a method to gain everyone's attention before giving an instruction. Consider these additional strategies: • have students repeat the instructions back to you or their partner • write them on the board or cue cards • make the instruction achievable • ensure eye contact • do not accept excuses for not carrying out the instruction • use positive statements rather than negative e.g. "I want you to put the book away and sit on your chair." INSTEAD OF "You are not meant to be reading that book and don't walk around the classroom"
Descriptive Encouragement or Parallel praise <i>To encourage students to become more aware of their competence by commenting on their behaviour. Descriptive encouragement describes back to students the behaviour that you know will help them learn. This has a positive reinforcement effect.</i> <i>Similarly Parallel Praise involves acknowledging and reinforcing students' on-task behaviour with the intention of prompting another to follow suit</i>	Catch them being good How to use: • Give an instruction, then follow up with a description of what you are seeing to encourage others to begin as well • Describe exactly what you see or hear that you want to see or hear more frequently, in other words, state the obvious. for example: "Steven has started work." "Most students have moved to the right place." "This group is on task writing down the list words." "You've responded straight away by reading." "You sat in your seat as soon as I gave the direction." "Melissa, thank you for sitting down." • Use in a respectful rather than flamboyant tone • Use in a genuine fashion, but don't wait till you feel like giving it, it's too late. Intentional use has the most impact and reinforces expectations • Use privately to individual students • Use collectively to the group • Use frequently • Give housepoints regularly (aim for every student to get points at least once a term)
Body Language praise <i>To intentionally use your body language to encourage students to remain on-task, provide praise and reinforce expectations.</i> <i>Between 70-90% of our communication is affected by body language messages</i>	• Walk near students who are on-task • Smile and make eye contact • Touch the work of students who are on-task • Make discrete nodding movements and finger signals • Establish personally understood signals with students i.e. a student is swinging on their chair, the teacher makes eye contact, puts 4 fingers perpendicular on the palm of their other hand indicating that 4 legs of the chair should be on the floor. • While working on the whiteboard or with individuals ensure you scan the class regularly • Read the body language being displayed by the students in your care e.g. a student comes into the room and puts their head on the desk in their arm Avoid : • standing too close to a student as this can be intimidating • holding eye contact, since it can become a 'stare-out' challenge • standing near to the student, indicating that you are waiting after you've given a correction, instead walk away and scan back • showing irritation through foot tapping, pursing lips or pointed frowning. If something is irritating, say so straight away and give redirection, unless, of course, you are choosing to selectively ignore and follow up later

Appendix 4

Universal Supports: Positive Classroom Management Strategies (PCMS)

Universal Supports: Positive Classroom Management Strategies



1 Classroom Behaviour Expectations and Rules

Definition

Behaviour expectations are broad goals for behaviour, or the general ways we would like students to act.

Rules define the specific behaviours we want students to demonstrate.

Rules should be observable, measurable, positively stated, understandable and always applicable (**OMPUA**).

Rationale

When students know exactly what behaviour is expected of them, they are more likely to demonstrate these behaviours in the classroom.

Classroom expectations:

- provide structure for students and help them to be engaged with instructional tasks.
- are a cost-effective, easily implemented, preventative approach with demonstrated improvement in student behaviour.
- are associated with an increase in academic and task engagement.

Guidelines

- Create a classroom matrix to plan and organise rules that reflect each behaviour expectation.
- Expectations and rules are negotiated, clearly posted and referred to regularly.
(ALTER & HAYDON, 2017)
- Classroom rules are clearly and positively stated using OMPUA.
- Explicitly taught to students as you would teach academics through:
 - **Tell** – the expected behaviour, context and rationale for its use.
 - **Show** – model (**I do**) to demonstrate and visually teach students how to follow each expectation.
 - **Practise** – provide opportunities for guided practise (**we do**) and independent practise (**you do**).
 - **Monitor** – remind, supervise, feedback.
- Use a variety of methods to teach and reinforce the expectations, such as stories, discussions, songs, and technology.
- Incorporate frequent and brief reminders of classroom expectations during each school day to keep students on track.

Getting started

STEP 1

Identify behaviour expectations

- Connect classroom rules and expectations to school-wide expectations wherever possible.

STEP 2

List contexts where behaviour problems are likely

- Identify the classroom learning contexts where your students are most likely to experience problems (for example: Entering the classroom).

STEP 3

Write positively-stated rules

- Develop a small number (between 2-5) of positively stated, concise critical skills and behaviours for each context (use **OMPUA**).
- Create rules collaboratively with students.

STEP 4

Develop a matrix of expectations

- Populate the matrix with the critical skills students expressed as rules.

STEP 5

Display and teach expectations and rules

- Prominently display in the classroom
- Directly teach the skills in your matrix.

Examples

OMPUA	Guideline	Examples	Non-examples
Observable	I can see it.	• Use positive self-talk when working	• Think positively
Measurable	I can count it.	• Bring book, pens, calculator and ruler to class	• Be ready to learn
Positively Stated	Focus on what students need to do.	• Move safely (walking)	• No running
Understandable	The vocabulary is appropriate for the students I teach.	• Keep your body and materials to yourself	• Maintain adequate personal space
Always Applicable	• Appropriate and inclusive of your students, can be always applied. • Consider diverse learners.	• Stay in your assigned area	• Remain seated unless given permission to move.

Expectations

Expectation	Classroom rule/behaviour
Be Respectful	Use 'inside' voice
Be Responsible	Ask for help when you need it
Be Safe	Keep your hands, feet and other objects to yourself.

Trauma lens

- Creates consistency and predictability
- Provides all students with a sense of security
- Reduces student anxiety.

2 Classroom Procedures and Routines

Definition

Procedures are the process for how things are done.

They describe the steps needed to successfully accomplish a classroom activity by breaking down expectations and rules into smaller, teachable steps.

When classroom procedures are well established, taught and practised, they become **routines**.

Rationale

- Help create predictability and structure in your classroom. (WONG & WONG, 2005; EVERTSON & EMMER, 2008).
- Provide a guideline for students to monitor their own behaviour.
- Increase instruction time by preventing behaviour errors.
- Contribute to a positive, collaborative classroom culture.
- Routines free up students' working memory and reduce cognitive load. (LEINHARDT, WEIDMAN, & HAMMOND, 1987)

Guidelines

- Classroom procedures are defined, posted, taught, and referred to regularly.
- Clearly identifying procedures will provide structure and routine for ALL students in a class but is critical to the success of students with diverse learning profiles.
- Students can play a role in developing classroom procedures and routines.
- The teacher models and reinforces classroom procedures and routines consistently.
- Classroom procedures become part of the classroom culture.
- They create a common language used by all.
- Classroom routines and procedures need to be visually and prominently displayed in the classroom no smaller than A3 size.

Getting started

STEP 1

List procedures to prioritise

- Make a list of procedures that would help create predictability and structure in your classroom.

STEP 2

Write the steps to each procedure

- Make each step comply with the OMPUA guidelines (Observable, Measurable, Positively stated, Understandable and Always applicable).

STEP 3

Teach classroom procedures directly

- Procedures must be taught and practised.
 - **Tell** – introduce the procedure and why it is important.
 - **Show** – teacher or student model (**I do**) the steps. Teacher may also show non-examples.
 - **Practise** – provide opportunities for guided practise (**we do**) and independent practise (**you do**).
- When skill has been acquired, help create routines through:
 - **Pre-correction** – remind students ahead of time.
 - **Active supervision** – move, scan and interact.
 - **Feedback** – specific and positive.
 - **Re-teaching** – as needed.

STEP 4

Create visual reminders

- Create posters in student-friendly language.

STEP 5

Display procedures and routines along with expected behaviour

- Display expectations and rules large enough to read from all classroom areas.

Examples

Example arrival routine (primary school)

- Hang up coat and backpack
- Put notes and homework in the 'In' basket
- Sharpen two pencils
- Go to the desk and begin the warm-up activities listed on the board
- If you finish early, read a book

Example exiting the classroom routine

- At the teacher's request, put materials away, clear your desk and organise your backpack.
- When your row is called, push in your chair and move quietly, walking to the doorway.
- Line up facing the door, keeping one space between each person.
- Keep hands and feet to self.
- Listen to the teacher and wait for teacher's direction to depart.

Trauma lens

- Supports regulation, and social-emotional competencies.
- Creates consistency and predictability
- Provides all students with a sense of security
- Reduces student anxiety.

"The degree to which the daily classroom routines occur in the same order, at the same times, and in the same way each day is an important predictor of student success."

COOPER & SCOTT, 2017

③ Encouraging Expected Behaviour

Definition

A continuum or menu of techniques to acknowledge, encourage and reinforce.

Specific positive feedback is the process of recognising when students demonstrate the expected behaviour.

Rationale

Feedback:

- has been supported as among one of the most empirically sound teacher competencies (MOORE ET AL., 2019)
- promotes learning and supports engagement and motivation
- helps students to know what they are doing well, establish next learning steps, and select techniques that will help them to solve problems and achieve goals
- helps build quality teacher-student relationships.

Guidelines

- **Use preferred adult behaviours** to strengthen and maintain teacher-student relationships.
- **Use specific positive feedback**
 - Contingent on expected behaviour
 - Immediate
 - Frequently to build behaviour
 - Intermittently to maintain behaviour
 - Ratio of at least 4:1 positive to corrective feedback.
- Connect classroom system to the school-wide system.
 - Use free and frequent, Intermittent, and long-term occasional recognition.
 - Identify collective goals for group reinforcers.
 - Everyone is included in group celebrations.
 - Once earned, reinforcers are not taken away.
 - Start small and refine your system as you collect data.
- Develop a classroom reinforcement system to build relatedness, competence and autonomy.

Getting started

STEP 1

Teach behaviour expectations and routines

- Teach the behaviour expectations and routines and provide time for all students to understand and practise the necessary skills.

STEP 2

Preventative prompts/pre-correction

- Remind students of the expected behaviour to increase the probability they will demonstrate the skills.

STEP 3

Non-contingent positive attention

STEP 4

Preferred adult behaviours

- Strengthen quality teacher-student relationships by communicating privately, listening, using eye contact, pleasant voice tone, smiles and appropriate professional touch.

STEP 5

Specific positive feedback

- Provide contingent attention through specific positive feedback when students demonstrate the expected behaviour.

STEP 6

Consider implementing a classroom acknowledgment system

- Develop a class wide system with a menu/continuum of reinforcers that includes social attention, activities and tangible items.

Examples

Examples of frequent, intermittent and occasional reinforcers

Frequent	Intermittent	Occasional
Specific positive feedback	Positive phone calls home	Special projects
Ticket/tangible item	Post cards home	Recognition from the principal
Positive notes home	Special privileges	Student of the week.
	Extra time doing a preferred activity.	

Attention types

There are two types of adult attention

- **Non-contingent attention** – provided regardless of performance and includes greetings, proximity, smiles, and conversations.
- **Contingent attention** – provided based on student performance of an identified expectation or behaviour. The most common example of this is providing specific positive feedback.

Trauma lens

- Students who have experienced trauma may need a higher ratio (9:1) of positive to corrective feedback. (CALDARELLA ET AL., 2023)
- This can help counterbalance the negative interactions and experiences students may have had.

“The purpose of providing students with positive feedback after behaviour is to make it more likely that they’ll do it again.”

SCOTT, HIRN & COOPER, 2017

4 Discouraging Inappropriate Behaviour

Definition

The development and use of a continuum of techniques that use instructional responses to behaviour errors.

Rationale

Specific corrective feedback is a necessary component of the learning process as students need to know when they have made an error and be re-directed to the expected behaviour.

"Reprimands are more predictive of future negative teacher-student interaction than is correction (i.e., re-teaching; Nelson & Roberts, 2000)."

GAGE, SCOTT, HIRN & MACSUGA-GAGE, 2018

Guidelines

- An educative approach to addressing behaviour where teachers respond to behaviour errors in the same way they would respond to academic errors, through specific corrective feedback.
- Responses should be viewed as a teaching opportunity to clarify and re-teach expectations.
- Effective responses to behaviour errors in the classroom use fair and consistently applied corrective responses.
- Be specific and brief in what you want student to do instead.
- Use the language of the classroom rules and procedures.
- Use the least intensive/intrusive approach.
- Corrective feedback is an informative statement provided following a behaviour error that describes the behaviour and tells the student what to do next time.

Corrective feedback should be:

- brief, concise, calm, and respectful
- provided to individuals privately, or discreetly
- consistent with fair consequences
- instructional.

Getting started

STEP 1

Define inappropriate behaviours

- Distinguish minor and major behaviours
 - **Minor behaviours** are managed when and where they occur by the adult present at the time.
 - **Major behaviours** are managed beyond the context in which they occur, often by a senior leader within the school.

STEP 2

Techniques to address minor inappropriate behaviour

- **Indirect** – unobtrusive and carried out quickly to minimise disruption to instruction.
- **Direct** – providing students with corrective feedback and reteaching.
- **Logical consequences** – pairing consequences with teaching expected behaviour can heighten behaviour change.

STEP 3

Use techniques to reduce and de-escalate major inappropriate behaviour

- De-escalation
- Conference
- Conference and consequence

STEP 4

Consider environmental triggers for inappropriate behaviour

- Based on the likely function of the behaviour, consider which environmental factors can be adjusted to either remove the possible trigger for the behaviour or remove the reinforcing consequences.

Techniques

Indirect

Proximity	Strategic movement or placement to encourage expected behaviour.
Signal non-verbal cue	Non-verbal signals that do not interrupt the flow of the lesson. These include eye contact, hand gestures, a hand clap, clearing your throat, etc.
Ignore/attend/praise	Provide specific positive feedback to a nearby student who is demonstrating the expected behaviour. Follow up with positive feedback to the student.

Direct

Prompt	Provide a pre-correction for the expected behaviour before it occurs. Follow up with specific positive feedback.
Re-direct	Provide a brief, clear restatement of the expected behaviour, (specific corrective feedback).
Re-teach	A re-teach builds on the re-direct by reviewing the expected behaviour more thoroughly.
Provide Choice	Stating two alternatives, the desired behaviour and a less preferred choice.
Conversation	An individual, lengthier re-teaching or problem-solving opportunity when misbehaviour is more frequent or intense.

Trauma lens

- The continuum of response helps students to regulate, connect (relate) with the adult, and to access their problem-solving skills.

"Teaching and supporting good behaviour is as critical as attention to academic success. Some might say more so because without the requisite prosocial behaviours, students are unlikely to experience much success either in school or later in life."

MENZIES, LANE, OAKES & ENNIS, 2017

5 Active Supervision

Definition

Purposeful teacher interaction that incorporates, moving, scanning and interacting with students to create opportunities for teaching, prompting, encouraging and correcting expected behaviours.

(HAYDEN, HUNTER & SCOTT, 2019)

Rationale

Active supervision helps us to monitor learning and identify students who may need help.

Active supervision:

- reduces inappropriate behaviour (GAGE ET AL., 2020)
- allows for immediate learning assistance
- increases student engagement
- increases expected behaviour
- provides knowledge of students' use of expectations
- allows for the encouragement expected behaviour
- allows for prompts/pre-corrections and timely corrections of social/behavioural errors
- helps pre-empt escalations
- builds positive adult-student relationships.

Guidelines

- Design the classroom floor plan to allow for ease of movement.
- Ensure scanning is always possible even when teaching from alternate locations
- Consider common behaviour errors and plan:
 - pre-corrective statements
 - positive feedback statements for expected behaviours
 - specific corrective feedback statements for behaviour errors.

"Active supervision can increase student task engagement. We know that when adults are present and actively supervising, student behaviour is more likely to be appropriate."

SIMONSEN, FAIRBANKS, BRIESCH, MYERS & SUGAL, 2008

Getting started

STEP 1

Practise the elements of Active Supervision

- Active supervision has 3 components:
 - **Moving effectively** – moving frequently, continuously and unpredictably throughout the classroom to monitor, encourage and correct behaviour.
 - **Scanning effectively** – frequently and intentionally look around and observe all students on a regular basis to monitor, prevent, and/or reinforce behaviour. This includes making eye contact with students.
 - **Interacting frequently** – frequently interact with students providing feedback to reinforce, prevent, or teach academic and behavioural skills. A friendly, open and helpful demeanour communicates care, trust and respect, and helps to build relationships.

STEP 2

Anticipate difficult times and plan

- Many of the practices to encourage expected behaviour can be intensified within active supervision to increase expected behaviour and maximise student engagement.
- Specific strategies include:
 - reminders/pre-corrections
 - contingent and non-contingent attention.

Techniques

Moving

- When circulating, keep moving and avoid spending the majority of your time in any one location.
- Show interest in students, assist with learning tasks, provide feedback. Move close to non-compliant students as needed.

Scanning

- Position yourself so you can also systematically look up and scan the rest of the room at the same time.
- Visually sweep all areas of the room as well as looking at the students nearest you. Look and listen for signs of a problem.

Interacting

- Frequently interact with students (groups over individuals – 5 to 10 seconds duration).
- Use non-contingent attention: positive greeting at the door, listening, eye contact, smiles, pleasant voice tone, touch, and use of student names. Use contingent attention: specific positive feedback with ratio of at least 4:1 positive to corrective feedback.
- Use a continuum of responses to address behaviour, including prompts, redirecting and reteaching.

Trauma lens

Active supervision provides a sense of safety for students as well as frequent opportunities for quality teacher-student relationship development.

"Research suggests that active supervision of students in their classroom during small group or independent seatwork decreases the likelihood of disruptive behaviour."

GAGE, SCOTT, HIRN & MACSUGA-GAGE, 2018

6 Opportunities to Respond (OTR)

Definition

- An instructional question, gesture or visual cue made by the teacher explicitly designed to elicit a student response.
- They are curriculum relevant and instructionally related, not a direction to perform a task or a social question.
- They can be presented to an individual student, group, or whole class.
- Student responses may be verbal (e.g., calling out the answer to a question), written (e.g., writing a response on a whiteboard and holding it up), or non-verbal (e.g., thumbs up if you agree).
- The teacher then provides feedback to students.

Rationale

- Increase student on-task behaviour
- Increase academic/learning outcomes
- Increase positive to corrective feedback ratio
- Makes learning visible
- Allows for differentiated responses.

Guidelines

OTRs have three main elements:

1. identifying the content or skills to be targeted
 2. preparing questions that offer students practice with the material
 3. leading the lesson with a high rate of questioning, rapid student responding, and immediate teacher feedback. (LANE ET AL., 2015)
- Ideally, teachers present students with multiple and varied OTR at a brisk pace, but not so rapid that students are unable to participate
 - Use pre-correction to remind students of the procedures for responding.
 - Studies have suggested optimal rates of 3 to 3.5 OTRs per minute during direct teacher instruction. (COOPER & SCOTT, 2017)
 - A mixture of unison and individual OTRs appears to be a more effective instructional strategy.
 - **New material** – a minimum of 4-6 responses per minute with 80% accuracy.

- **Review of previously learned material** – 8-12 responses per minute with 90% accuracy.

(COUNCIL FOR EXCEPTIONAL CHILDREN, 1987)

Getting started

STEP 1

Plan a variety of verbal response opportunities

- There are two common types of verbal response strategies:
 1. **Individual responses** – strategies involve the teacher using methods to invite many students to answer instructional questions.
 2. **Choral responses** – when all students respond in unison to a teacher question.

STEP 2

Allow sufficient 'think time'

- Provide a 3-5 second thinking pause or wait time, between asking a question and prompting students to respond.

STEP 3

Plan non-verbal responses

- Non-verbal responses involve all students actively answering or responding to each question or problem asked by the teacher.
 - Whiteboards
 - Response cards
 - Signalling and movement responses
 - Technology

STEP 4

Collect baseline data

- Calculate your current use of OTRs.

STEP 5

Plan to increase OTRs

- Set goals for yourself based on this information.

Techniques

Verbal

Individual questioning:

- Use seating chart, tallying to monitor rate of questions presented to each student.
- Pulling a student's name out of container.

Choral responding:

- Teacher signals and students respond in unison.
- Develop questions with only one single right answer.

Non-verbal

- Personal white boards
- Pre-printed written response cards
- Student response systems
- Signalling or movement activities
- Guided notes
- Stop and jot.

Trauma lens

- Teacher presentation of frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened.

"The degree to which students are actively engaged with the curricular content during instruction is perhaps the most powerful predictor of student achievement."

COOPER & SCOTT, 2017

"The primary strategy used by teachers to increase engagement in educational settings is the provision of opportunities to respond."

SCOTT, HIRN & COOPER, 2017

7 Activity Sequence and Choice

Definition

Activity sequencing: this involves thoughtful consideration and adjustment of the order in which instructional tasks, activities, or requests are presented. The goal is to optimise learning outcomes and foster desired behaviours by strategically interspersing tasks and leveraging behaviour momentum.

Offering choice: intentionally planning to provide options to students. Options could include method of response, tools and supplies, working independently or with peers, order of tasks or location for working.

Rationale

For students who can do the task, but choose not to do it, activity sequencing and choice strategies may be helpful. (KERN & CLEMENS, 2007; STORMONT, ET AL., 2012)

Activity sequencing and offering choice are preventive (antecedent interventions) because they are implemented before problem behaviours occur.

(KERN & STATE, 2009)

Task interspersal:

- allows for review of previous content
- promotes greater confidence and motivation
- encourages sustained work and task completion
- positively impacts student perception of the assignment

Behavioural momentum:

- increases the likelihood the more difficult task will be completed (BROSS ET AL., 2018)
- helps build positive adult-student relationships.

Choice of activities:

- provides scaffolded opportunities to practice decision making, students explore their academic identity, and connect their learning to interests and passion.

(KERN & STATE, 2009)

Guidelines

- Activity sequencing may not be necessary for all students but can be very important for students who are at-risk for learning or behaviour concerns.

(DARCH & KAME'ENUI, 2004)

- An item must truly be at mastery level before it can be used for interspersing.

- Students prefer assignments with a mix of already mastered tasks with current skill tasks.

- Students prefer academic tasks when up to 30% of items are new.

(LOGAN AND SKINNER, 1998)

- When students have the opportunity to make choices, it can enhance their sense of autonomy, competence, and relatedness, leading to positive outcomes, including increased student engagement.

Getting started

STEP 1

Intersperse tasks strategically

- Intermixing easier tasks among more difficult tasks. (MEADOWS & SKINNER, 2005)
- Intersperse at 1:3 ratio of one mastered to 3 more challenging or new items.
- Slowly fade the mastered items as fluency builds with new ones.
- After successful completion, reinforce the student with positive feedback.

STEP 2

Utilise behaviour momentum

- Use simple instructions to precede more difficult instructions.
- Identify behaviours that have a high probability (**high-p**) of completion.
- Precede more difficult requests (**low-p**) by giving 3 or more (**high-p**) requests.
- After successful completion, reinforce the student with positive feedback.
- Then present the (**low-p**) task.
- Reinforce with positive feedback.

STEP 3

Increase student choice

- Choice can be used class wide, with groups or with individual students.
- Create a menu of choices that are practical and doable.
- Plan lessons incorporating student choices in a variety of ways (order, materials, partners, location).
- Teach students how to select choices.
- Ask for student feedback and input.

Examples

Create a menu of choices you would be willing to provide to students.

Type of activity or task mode	Draw a diagram or write a paragraph or prepare an oral presentation
Order or sequence tasks are completed	Three tasks are assigned, student selects which to complete first.
Materials used to complete an assignment	Computer or pencil/paper
How the work will be done	Choose to complete a task with a partner, in a group or individually.
Where to work	Complete a task at student desk or study centre.
What to do when the task is done	Select a book to read, help a peer or free drawing.

Trauma lens

- Creating more effective and equitable learning environments benefits all students.
- Providing choice develops student independence.

"For students who can do the task, but choose not to do it, activity sequencing and choice strategies may be helpful."

KERN & CLEMENS, 2007; STORMONT, ET AL., 2012

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8 Task Difficulty

Definition

Task difficulty relates to work tasks that exceed the student's skill level.

It is important to determine which aspects of tasks do not match the student's skills, and then how they can be appropriately adjusted to ensure they are matched to student skill level.

Rationale

- Research shows that when work is too difficult or needs significant use of weak or developing skills, it often results in disengagement and increased problem behaviour. (SCOTT, ET AL., 2012)
- Providing tasks at the correct level of difficulty increases and promotes on-task behaviour, task completion, task comprehension and appropriate class-wide behaviour.
- By adjusting task difficulty, we can ensure that more students will attempt tasks and experience success.

Guidelines

To choose instructional materials or tasks at the correct level of difficulty, consider three aspects:

- the student,
- the materials and
- the task.

Many tasks can be readily adjusted in three ways:

1. the length of task or the time frame allotted
2. the mode of input or response
3. the extent of instruction or practice provided.

- Identify specific parts of a task or assignment where the breakdown in learning occurs.
- Create a menu of strategies that are practical and doable.
- Identify students who could benefit from implementation of strategies.
- Select practices to embed into lesson plans.
- Select specific strategies and implement.
- Take data to see if the strategies are effective.

Getting started

STEP 1

Adjust task length or time

- Sometimes, learning tasks match the student's ability, but the task length exceeds their motivation or ability to concentrate.
- Decreasing the task length and offering periodic breaks may reduce problem behaviour.

(DUNLAP, ET AL., 1991)

STEP 2

Adjust response mode

- Providing an alternative mode (e.g., computer, voice memo, or paired student reading) may remove triggers for inappropriate behaviour, allowing the student to experience success and develop skills.

STEP 3

Increase instruction and practise

- Different approaches may be appropriate as students progress from skill acquisition to fluency building and then mastery or generalisation.

Examples

Adjust task length or time

Time

- Have shorter work periods
- Provide physical breaks
- Provide alternative times
- Extend the due date

Length

- Shorten the assignment
- Highlight the tasks/problems
- Break the project into shorter tasks
- Cover all items except the one they are working on

Adjust response mode

Writing

- Provide a choice between written and oral answers
- Student dictate responses
- Create guided notes

Reading

- Illustrations to show how to complete tasks
- Highlight important words
- Partner to share the reading

Provide extra opportunities for instruction or practice

Acquisition

- Use different instructional strategies.
- Arrange extra, brief instructional sessions using modelling, guided practice and independent practice.

Fluency building

- Peer tutoring with guided opportunities to practise.
- Have students work with partners.

Mastery/Generalisation

- Use meaningful real-life examples.
- Work with the student to identify real-life examples.

Trauma lens

- Providing opportunities for students to take breaks in the classroom when needed gives students another tool to practice safety and self-regulate when they feel heightened emotions.

"When work is too difficult or needs significant use of weak or developing skills, it often results in disengagement and increased problem behaviour."

SCOTT, ANDERSON & ALTER, 2012

Appendix 5

SWPBS Language examples

Preventative Sample language

Positive Classroom Management

In the classroom

- "You have a lot of energy today! Let's find a way to channel that into our activity."
- Replace "stop talking" with "I love hearing your ideas—let's share them at the right time."
- "That reaction felt big- did something else happen before class?"
- "Thank you for your hard work,"
- "I appreciate how you're helping ____"

In the yard

- "This behaviour seems out of character, anything you'd like me to know"
- "I can see you're full of energy — let's use it for a great game together."
- "Remember, we look out for each other out here — how can we show that now?"

In any space

- "I love how you're making choices that help everyone feel safe and welcome."
- "You are handling a difficult situation really well."
- "It sounds like you're feeling frustrated. I'm here to help you."
- "Take a breath — let's think about how we can solve this calmly together."

Responding to Minor Behaviour

Minor Behaviour

Re-direct

Provide a brief, clear, private verbal reminder of the expected behaviour. Link to behaviour expectations and classroom/school matrix.

- "Remember we have to follow teacher instructions to ensure a safe and productive learning environment for everyone"
- "Remember, we allow each other to learn by staying focused and speaking at an appropriate volume."
- "Let's keep our conversations for break time. Right now, we need to focus on our work."
- "Our expectation is to participate in class activities. Let's get back on track."
- "Being responsible means supporting each other to do our best. Let's make sure we're contributing to the group."
- "I need to see everyone participating. Your team is counting on you!"
- "Remember, we listen when people are talking. Let's wait our turn to speak."
- "I love your enthusiasm! Let's raise our hand so everyone gets a chance to contribute."
- "Respecting our classmates means allowing them to share their ideas, too."

Re-teach

Build on the re-direct by teaching to the matrix and specifically what is expected.

- "When we follow the teacher's instructions, it enables me to teach and others to learn. I need you to follow the instructions".
- "When we stay on task, we show respect by allowing each other to learn. How can we refocus on the assignment?"
- "Speaking at an appropriate volume helps everyone stay engaged. Let's check our noise level and get back to work."
- "Participating fully in class activities is a sign of responsibility. Let's make a plan to stay focused."
- "Collaboration means supporting each other. How can you help your group move forward?"
- "Listening and contributing are both important. What's one way you can add to the discussion?"
- "Being responsible means participating. What's stopping you from getting involved?"
- "Listening when others speak shows respect. Let's wait until they finish before responding."
- "Taking turns to speak helps everyone feel valued. I'll call on you when it's your turn."
- "Being respectful means allowing others to share their ideas. How can we make sure everyone has a chance to speak."

Provide Choice

Statement of two alternatives. Following through with logical consequence if required.

- "You can follow the instructions now or we can talk about them together outside, what would you prefer?"
- "You can choose to work quietly here or move to a different seat to help you focus."
- "Would you rather complete this independently now or work with a partner for accountability?"
- "You can stay on task now, or we can revisit this later during your free time."
- "You can share your ideas with your group now, or I can come back in a few minutes to check in."
- "Would you like to contribute by writing or by speaking? Either way, your input is valuable."
- "You can take on a leadership role in your group or support your teammates by helping organise ideas."
- "You can raise your hand to share now, or I'll come to you after others have spoken."
- "Would you like to write your thoughts down first before speaking, or wait for your turn?"
- "You can listen and respond respectfully, or I'll need to ask you to wait until the discussion ends."

Student Conference

Re-teaching or problem-solving using restorative language.

- "I've noticed you have had difficulty following my instructions in class. What impact do you think that is having on your classmates and my teaching?"
- "I've noticed it's been hard for you to stay on task today. What's getting in the way?"
- "How do you think your talking affects others' ability to learn? What can we do differently?"
- "Let's come up with a plan together to help you stay focused during work time."
- "Can you tell me why you're finding it hard to engage with your group? How can I support you?"
- "Being responsible means participating. What's something small you can do to contribute today?"
- "Let's talk about a way to make sure you feel comfortable contributing while still supporting your team."
- "I can see you're eager to share. How can we make sure everyone has a chance to speak?"
- "Let's think about how interrupting might make others feel. What could you do differently next time?"
- "I appreciate your ideas! How can we practice waiting for the right moment to share them?"

Appendix 6 – Expected consequences for Major Behaviours.

All major behaviours are responded to by a member of the relevant Sub School Team on a **case by case** basis. They are serious and sometimes dangerous behaviours that impact the good order and management of the College as well as the safety of others. As such they will be treated seriously, and a range of supports will be considered for the students involved.

The table below outlines expected consequences for types of major behaviour. This is not a prescriptive nor exhaustive list of examples. It is used as a guide and decisions that vary from the expected consequences are made in consultation with the relevant Sub School Principal. Principals will approve all suspensions which occur in conjunction with the school's Student Wellbeing and Engagement Policy and Department of Education policy.

Major Behaviour Examples	Possible consequences and interventions	Additional supports that may be considered:
Academic Misconduct		
Plagiarism and cheating (including use of AI outside of guidelines)	Zero grade on assessment Parent meeting	Referral to wellbeing Student Support Group Meeting
Attendance Issues		
Truancy - on school grounds	Detention to make up time lost Parent contact Repeated may result in suspension or withdrawal to senior classes	Attendance card or plan Student Support Group Meeting Referral to wellbeing
Truancy - leaving school grounds without authorisation	Suspension Parent Meeting	Referral to wellbeing
Late to school/class	Detention lunch or after school Parent contact for repeated occurrences	Attendance card or plan Referral to wellbeing
Banned Items		
Band or dangerous items at school (e.g. weapon, alcohol or illegal substances)	Suspension Police contact Parent Meeting	Referral to wellbeing/school nurse Referral to drug and alcohol service Student Support Group Meeting
Vaping or using banned substances at school	Suspension Parent Meeting	Referral to wellbeing/school nurse Referral to school based GP Referral to drug and alcohol service Referral to Proactive Police Department Student Support Group Meeting
Mobile phone and/or headphones visible at school (not in locker)	Recorded on Compass Confiscation of phone or headphones	Parent call

	(parents collect if more than one occurrence)	
Disruptive Behaviour		
Throwing a chair	Parent contact Withdrawal from class	Student support/regulation plan Student Support Group Meeting
Non compliance		
Refusal to follow staff directions	Withdrawal from class Suspension Parent Meeting Restorative conversation with teacher	Referral to wellbeing Student Support Group Meeting Student support/regulation plan Professionals meeting
Online digital		
Image based abuse	Parent Meeting Suspension Police contact	Student Support Group Meeting Restorative conversation with victim Referral to Proactive Police Department
Cyber bullying	Parent Meeting Suspension Police contact Referral to wellbeing Referral to e-safety Commission	Student Support Group Meeting Restorative conversation with victim Referral to Proactive Police Department
Impersonating others, using others accounts without permission	Parent Meeting Suspension Police contact	Student Support Group Meeting Restorative conversation with victim Referral to Proactive Police Department
Sending offensive emails/posts	Parent Meeting Suspension	Student Support Group Meeting Restorative conversation with victim(s)
Physical Misconduct		
Fighting, intimidating behaviour	Suspension Parent Meeting	Restorative conversation with victim Referral to wellbeing Referral to Proactive Police Department Student Support Group Meeting Student support/regulation plan Professionals meeting

Watching or filming a fight and/or distributing	Suspension Parent Meeting	Restorative conversation with victim Referral to wellbeing Referral to Proactive Police Department Student Support Group Meeting Student support/regulation plan Professionals meeting
Property Misconduct		
Theft	Suspension Police contact Parent meeting	Restorative conversation with victim Referral to wellbeing Student Support Group Meeting
Malicious damage to property	Suspension Parent meeting	Restorative conversation with victim Referral to wellbeing Student Support Group Meeting
Uniform Misconduct		
Out of uniform	Parent contact to bring to school or Sent home to collect or Withdrawal to senior classes	Referral to wellbeing for uniform support
Verbal Misconduct		
Harassment, discrimination or swearing directed at a teacher	Withdrawal from class/activity Suspension Parent Meeting Restorative conversation with teacher	Referral to wellbeing Student Support Group Meeting Student support/regulation plan Professionals meeting
Bullying, harassment, discrimination or verbal abuse directed at a student	Withdrawal from class/activity Suspension Parent Meeting Restorative conversation with teacher	Referral to wellbeing Student Support Group Meeting Student support/regulation plan Professionals meeting