

CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

St Peter's School Culture of Care Guidelines



Our Purpose

The aim of the Culture of Care Guidelines at St Peter's Catholic Primary School is to ensure a positive, safe and secure learning environment for ALL. The guidelines are informed by two school policy's created by the St Peter's School Board; **CULTURE OF CARE** and **ANTI-BULLYING**. These policies are reviewed by the board every three years. Also considered are a variety of CEO's policies eg. Dealing with Illicit and Unsanctioned substances Policy, Student Protection Policy and Appropriate use of ICT guidelines.

At the heart of these policies is the statement that,

'St Peter's School will promote a safe and caring environment that will be concerned with the dignity and integral growth of the individual.'

The values of **respect, care and dignity** are the foundations of these guidelines.

Through the implementation of the guidelines children will progressively learn to develop self-discipline by:

- showing **respect** for self and others
- **caring** for others and themselves
- demonstrating an empathy for the **dignity** and uniqueness of all.

These guidelines are informed by two behaviour theories & well being initiatives

1. Essential Skill for Classroom Management (ESCM) – Appendix G
2. Choice Theory/ Reality Therapy
3. Be You Wellbeing Program.

Key components of these guidelines

- Clear communication
- Building positive relationships
- Setting high expectations

St Peter's Culture of Care guidelines are not a stand alone program but is one part of many that St Peter's has to ensure a safe working environment for all. The other elements are as follows;

- clear classroom expectations based on ESCM
- positive in class reward systems (minus lollies)
- Making Jesus Real
- MJR awards
- Year 6 leadership programs (Peer Support)
- Year level Buddies
- Anti-Bullying guidelines
- ICT Code of Conduct guidelines
- Student Protection lessons using the Daniel Morcombe Curriculum
- Health lessons including information concerning the positive benefits of a healthy lifestyle as opposed to the negative effects of inactivity, poor eating habits and various substances such as nicotine, alcohol and illegal drugs.

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Who is involved?

LEADERSHIP TEAM

- Allocation of resources and/or personnel
- Organising staff PD
- Referral to specialists as required
- PC Entries and monitoring behaviour data
- Ensure a safe learning environment for all children (See **Appendix A**) for more information regarding Leadership Team responsibility)

STAFF

- Collaboratively establish a set of clear and simple class expectations with students
- Ensure a safe learning environment for all children. (See **Appendix A**) for more information regarding teacher responsibility)
- Upholding school behaviour expectations by following the 'Culture of Care' guidelines' at all times
- Inform leadership about repeat behaviours or major incidents
- Clear communication with parents about positive and negative student behaviours.

HONOUR CURRICULUM TIME – WHERE POSSIBLE ALL BEHAVIOUR CONVERSATION TAKE PLACE OUT OF LEARNING TIME.

PARENTS

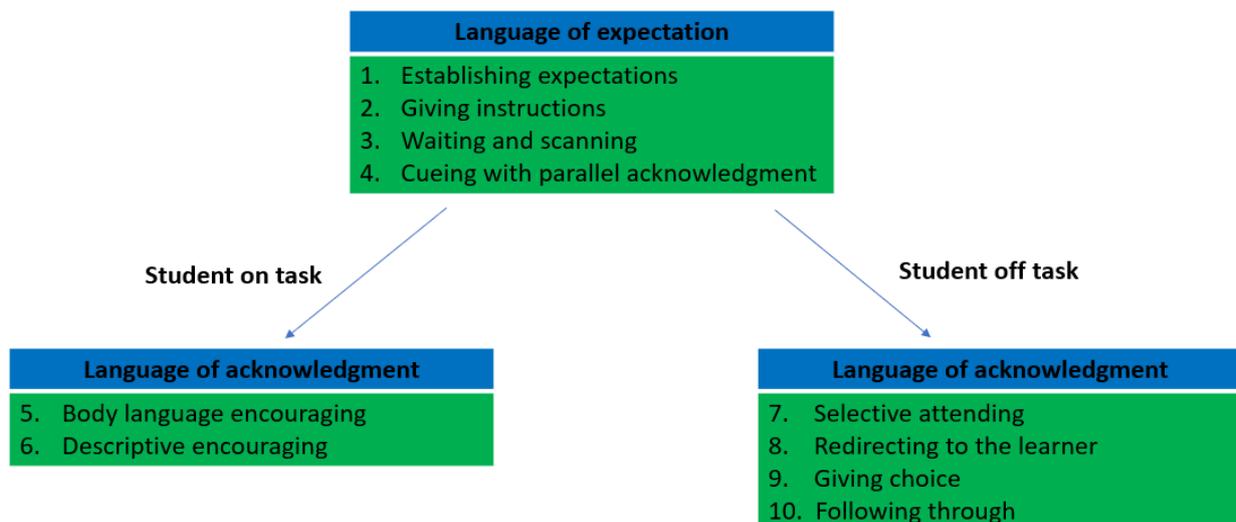
- Supporting the ideals of the Culture of Care and procedures by working with staff to reach the desired outcome/s
- Proactive communication with the school to help prevent ongoing concerns
- Reinforcing consistent expectations at home
- Showing goodwill towards the process

STUDENTS

- Contributing to and supporting the school's behaviour expectations
- Making good choices that are rewarded with positive consequences
- Taking responsibility for ones own choices and actions
- Demonstrating a commitment to working with staff and other students to help create a positive learning environment for all at St Peter's.

Essential Skills for Classroom Management (ESCM) Appendix G

St Peter's staff are committed to providing a safe and productive learning environment for all students and therefore are committed to following the ESCM. Staff are inserviced annually in the essential elements of this program and twice a year are 'profiled' to provide them with feedback on their classroom management. The key elements of ESCM are;



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Encouraging Positive Behaviour – GOTCHA

As positive reinforcement is a major component of ESCM St Peter's has established a recognition and monitoring system in order to increase the quantity and quality of positive interactions between students and staff. GOTCHA tickets are used throughout the school in learning and recess times to promote positive behaviours.

- Each year level has a GOTCHA box and tickets are drawn out each fortnight on Monday morning assembly
- Winners receive a GOTCHA award/prize
- GOTCHA tickets are collated each fortnight and Sport House with the most is acknowledged on assembly
- The Sport House that accumulates the most during the term is rewarded during the last week of each term.

Awarding GOTCHA tickets

- Within learning time a GOTCHA ticket can be awarded to students in conjunction with individual classroom reward systems
- During recess times a GOTCHA ticket can be reward to a student for displaying the values of respect, care or dignity.



Considerations for Individual Circumstances

When applying consequences, the individual circumstances and actions of the students and the rights of the school community members are taken into consideration. St Peter's the individual circumstances of students when applying support and consequences by:

- establishing procedures for applying fair and equitable consequences for inappropriate choices
- recognising and taking into account students' age, gender, disability, background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, family circumstances
 - receive adjustments appropriate to their learning and/or impairment needs.

Consequences for not adhering to classroom or school expectations may vary according to a number of factors with may include:

- Age and maturity of the child
- Severity of the incident
- Degree of provocation
- Honesty and perceived level of genuine remorse.
- Previous behaviour record
- Amount of clear, reliable evidence
- Intent of the Action

Our rules and expectations are clearly set out and we expect our students to follow them. In the event that negative behaviour occurs despite all levels of manageable support being in place for a student's individual needs, the school behaviour management procedures and consequences will be adhered to.

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A Culture of Care Behaviour Management Plan

St Peter's makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on a regular basis. When behaviour expectations are not met, it is important that consequences are predictable, consistent and proportionate to the nature of the behaviour.

Level	Behaviours	Consequences	Who is involved
1	Expected behaviours in class & on playground.	<ul style="list-style-type: none"> Establish clear classroom expectations and routines, give clear directions, wait & scan, cue with parallel acknowledgement, selective attending. Praise, positive reinforcement, class reward system, GOTCHA tickets, access to all school activities. 	Classroom teacher Teacher on duty
2	Not following agreed classroom or playground expectations	<ul style="list-style-type: none"> 1st Warning – verbal redirection and remind student of expectations 2nd Warning – give a choice +/- consequences 3rd Consequence acted on (timeout or time in buddy class recommended 10-15 mins) Teacher on duty stops students play and reminds of expectations and consequences (walk & talk). 	Classroom teacher Teacher on duty
3	Repeated Level 2 behaviours OR <ul style="list-style-type: none"> Ignoring instructions Tampering with or damaging property 	<ul style="list-style-type: none"> After returning to normal learning and Level 2 behaviour persist student MUST complete a Reflection Sheet (Appendix C) during recess time supervised by C/T. Send reflection sheet to parents and leadership team. LTM make a PC entry of incident. Teacher on duty directs student to stop play for a period of 5 to 10 minutes and reports incident to C/T. If C/T deems it necessary reflection sheet completed as above. 	Classroom teacher, parents, member of leadership team. Teacher on duty and class teacher, possibly parents.
4	Repeated Level 3 behaviours, showing no signs of remorse OR <ul style="list-style-type: none"> Intentional swearing Disrespecting staff Physical contact Repeated teasing or bullying 	<ul style="list-style-type: none"> If student is required to complete three Reflection Sheets within a week C/T will discuss the situation with LTM. LTM, in consultation with the C/T, will speak with the student, and may choose to remove the student from the classroom for a period of time. All future displays of inappropriate behaviour be referred to LTM until class expectations are met. It would be necessary at this stage for the staff member to contact the parents to inform them of the behaviour and consequences. This would be done in person or by phone (NOT via e-mail or Seesaw). Intentional swearing – automatic two days off play, student completes reflection sheet, parents and LTM informed. Physical contact follow physical contact procedure (Appendix F) 	Teacher, Principal, Parents

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5	Repeated Level 4 Behaviours	<ul style="list-style-type: none"> • Immediately removed from the classroom. • LTM contacts parent and student sent home for remainder of day • Suspension form completed (Appendix D) & 1 day in school suspension. • Student and parents required to meet with Principal before student resumes at school. • Modified Behaviour Agreement written if deemed necessary (Appendix E) 	Principal, Teacher, Parents.
6	Breach of Individual Behaviour Plan	<ul style="list-style-type: none"> • Student removed from class. • LTM contact parents and student removed from the school for the remainder of the day and external suspension for an additional day. Suspension form completed. • Student and parents required to meet with Principal before student resumes at school. • If Principal deems necessary student begins return day in office for a period of time before return to classroom. • Modified Behaviour Agreement written • Assistant Director informed of the situation. 	Principal, Parents, Assistant Director
7	Further breaches	<ul style="list-style-type: none"> • Suspension from school ~ the length of suspension will vary depending on the severity of the offence. • Repeat steps in Level 6. 	Principal, Parents, Assistant Director
8	Inability to meet students needs	Enact DCEO policy for termination of enrolment.	

HONOUR CURRICULUM TIME – WHERE POSSIBLE ALL BEHAVIOUR CONVERSATION TAKE PLACE OUT OF LEARNING TIME.

Acceptable discipline practices of minor behaviours

- ✓ **Extensive use of positive reinforcement within the classroom.**
- ✓ Tactical ignoring of behaviour (*never* ignore rude, arrogant calling out, swearing, defiance or aggression).
- ✓ Casual statement or question-which seeks to prevent unnecessary conflicts arising.
- ✓ Simple directions-express intent clearly and simply, rather than get involved in long winded discussion.
- ✓ Expectation reminder-teacher simply restates the classroom expectation.
- ✓ Distraction and diversion-anticipate a disruption or problem and distract or direct the student.
- ✓ Deflection-acknowledge student's frustration, anger or anxiety and refer back to appropriate behaviour.
- ✓ Giving simple choices-where the student has to choose a responsible alternative.

Unacceptable discipline practices

- **Whole group punishment for the actions of one or a few students**
- **Personal insults/sarcasm/embarrassment.** Actions like this serve only to erode the self-esteem of students and do little to develop any self-discipline for the student involved.
- **Unsupervised timeout.** If students are placed on timeout they must be adequately supervised and not left to complete an assigned task alone.
- **Sending students out of the classroom for long periods of time.**
- **Meaningless write-outs.**
- **Corporal Punishment.** It is Diocesan Policy that Corporal Punishment will not be used under any circumstance.
- **Excessive material rewarding of students.** Students should not be excessively rewarded for expected behaviours, rather positive feedback and a sense of success should be what primarily motivates students.

Appendix A

Responsibilities of the Classroom teacher

- Ensuring safety of students
- Creating and communicating a set of clear classroom expectations
- Creating and communicate clear and fair consequences for inappropriate behaviour
- Keeping classroom noise to an appropriate level
- Keeping class noise to an appropriate level when moving around the school
- Ensuring students are working to capacity
- Maintaining a tidy classroom
- Discouraging inappropriate language eg. crap, gay, sux, idiot, minor swearing
- Monitoring correct uniform
- Ensuring no graffiti of desks/damage
- Discouraging rudeness to staff or other students
- Monitor movement around room and to toilets
- Monitoring and following up on lateness and unpreparedness to class
- Not tolerating bullying
- Ensuring appropriate behaviour on assemblies
- Documenting and communicating all children's inappropriate behaviour - *reflection sheet*
- Ensuring adequate supervision for lunch time consequences
- Dealing with minor playground issues
- Annual teaching of the Daniel Morcombe curriculum

Responsibility of the Leadership Team

- Support staff
- Provide staff with professional development opportunities to support behaviors management
- Organize opportunities for feedback through 'learning walks' and 'profiling'
- Following up on students consistently not in uniform/hair issues
- Monitoring and providing consequences for students who misbehave across a number of classes
- Pastoral care of students
- Major playground issues
- Additional misbehaviors that may be met at this level include;
 - minor theft
 - consistent bad language
 - disrespect
 - refusal to comply
 - stealing
 - serious vandalism
 - physical contact
 - truancy
 - consistent bullying/harassment
 - gross physical violence/rudeness

APPENDIX B

Playground Duty Responsibilities

- Supervision of students is a professional responsibility. Staff have a duty of care at all times and are required to be particularly vigilant during specified supervision times.
- Supervision is more than a presence. It is essential that the person on duty circulate amongst students and be proactive in their duty of overseeing the safety and well-being of students.
- Professional responsibility requires that a teacher does not leave duty until a relieving colleague is present. At the conclusion of play, the teacher on duty must ensure that all students proceed to their assembly areas in an orderly manner before leaving the area themselves.
- Playground duty provides an opportunity for teachers to get to know students other than those in their particular year level. It is an opportunity to know all students and to be known by them.
- Playground duty provides an opportunity for effective Pastoral Care. The needs of students, e.g. the 'lonely student' who has difficulty in making friends or in establishing relationships with peers or in using appropriate social skills, can and should be addressed.
- No mobile phones or hot liquids are permitted when on duty.
- Teachers must wear a sun safe hat and safety vest (except for duty in the library)

Play Areas

- Prep Area - Prep Playground and front of school to the fence
- Upper Spencer St - Adventure Play Equipment (**Years 1-3**) and adjoining lawn – **First Lunch (Years Prep 1&2) Afternoon tea**
- Playing Field – Henry and Ward Streets, **Adventure Play Equipment (Years 3-6)**
- Court and concrete outside library
- Library – quiet play, board games and reading (no computers to be used)

WE ENCOURAGE OLDER STUDENTS TO BE CONSIDERATE OF YOUNGER STUDENTS AND TRY AND ACCOMMODATE THEM IN GAMES WHERE POSSIBLE – MUST BE MONITORED CLOSELY BY TEACHERS ON DUTY

Play equipment is stored in trolleys in Library for use at playtime. **Staff on duty should check at the end of play that it is being returned.**

No balls or equipment before school duty, including handballs.

Adventure playgrounds are out of bounds school & only after school if supervised by a family member.

Staff can instruct children to pick up rubbish as they see fit – it should not be ignored by staff and students alike.

Areas Out of Bounds

- All parts of the Church building including verandahs and steps - students are allowed to move behind the church but not linger there
- Classrooms – unless supervised
- Churchyard
- Court Yard is a passageway only

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Duty Times

Students who arrive before 8.15am are to put their school bag on their port rack and proceed to the court yard and sit until the teacher comes on duty at 8.15am.

Supervision of students is provided during the following recess times:

- Before School 8:15-8:35 Court / Playing Field

At 8.15am both teachers on duty meet at the court yard and instruct the children to move to the Court and be seated. It is up to the discretion of the teachers on duty as to when play can start – recommended 8.25am

- Eating time 10.40-11am Court & Prep Area

At the second bell teacher with the microphone uses **a clapping pattern** to gain silence before giving instructions. Other teachers on duty assist in gaining silence. Remind about litter and putting lunches away before instructing student to remain seated until a teacher releases them for play. **Teachers can request children to stay longer if talking or littering.**

- Play time 11:00-11.20 Prep Playground (Prep ONLY)
Upper Spencer (Yrs 1,2,3)
Field
Court
Library

- Afternoon Tea 1.20-1.40 Court & Prep area

- Afternoon Play Court
Upper Spencer (**Prep Yrs 1&2**)
Field

At the second bell teacher with the microphone uses **a clapping pattern** to gain silence before giving instructions. Other teachers on duty assist in gaining silence. Remind about litter and putting lunches away before instructing student to remain seated until a teacher releases them for play. **Teachers can request children to stay longer if talking or littering.**

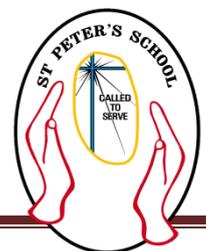
TEACHER ON PREP DUTY ARE RESPONSIBLE FOR UPPER SPENCER

- After School Duty 3.00-3.25 Henry Street
Ward Street

Specific Duties

When on playground duty, staff must ensure that:

- No children leave the school grounds
- No unauthorized personnel enter the school grounds
- Appropriate behaviour is displayed by all children
- Care for the environment is encouraged (i.e. disposal of rubbish)
- Playground equipment is being cared for
- Children play in a fair and just manner, in keeping with the ethos of a Catholic School
- Foresight and intervention are used to prevent accidents from occurring.



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APPENDIX C

ST PETER'S REFLECTION SHEETS

St Peter's Behaviour Reflection Sheet Prep to 2

Student's Name: _____ Date: _____

What was I doing that got me in trouble?		What should I have done?	
Distracting others 	Speaking rudely 	Raise my hand to speak 	Be respectful to others 
Not listening 	Hurting others 	Follow instructions 	Keep my hands and feet to myself 
Draw or write a plan of what you will do next time. <div style="text-align: right; margin-top: 20px;">  </div>			

Teacher comments for parents:

Dear Parent/carer

Please acknowledge that you have seen this sheet and have discussed it with you child. If you have any questions please don't hesitate in contacting me and thank you for your ongoing support of St Peter's.

St Peter's Reflection Sheet Years 3 to 6

Student's Name: _____ Date: _____

Office use:

CONDUCT

- Disrespect own/others/school property
- Disrespect peers
- Disrespect staff
- Disruptive of classroom learning
- Inappropriate language
- Non-compliance
- Unsafe behaviour
- Student well-being

TYPE

- Classroom
- Lunch time
- Before/after school
- Excursion
- Co-curricular
- Uniform infringement

OUTCOME

- Lunch time consequence
- Removed from class
- Parent informed
- Leadership informed
- Suspension

What was I doing that got me in trouble?	This is the expectation I should have followed. <div style="text-align: right; margin-top: 20px;">  </div>
This is what happened when I didn't follow the expectations. <div style="margin-top: 10px;">  </div>	This is what I will do now.

Student Signature: _____ Teacher Signature: _____

Teacher comments for parents:

Dear Parent/carer

Please acknowledge that you have seen this sheet and have discussed it with you child. If you have any questions please don't hesitate in contacting me and thank you for your ongoing support of St Peter's.

Office use:

CONDUCT

- Disrespect own/others/school property
- Disrespect peers
- Disrespect staff
- Disruptive of classroom learning
- Inappropriate language
- Non-compliance
- Parent concern
- Student well-being
- Unsafe behaviour

TYPE

- Classroom
- Lunch time
- Before/after school
- Excursion
- Co-curricular
- Uniform infringement

OUTCOME

- Lunch time consequence
- Removed from class
- Parent informed
- Leadership informed
- Suspension

APPENDIX D

ST PETER'S SUSPENSION FORM



Date: _____

Year Level: _____

Name: _____

Reason for administering a period of suspension to this student.

- ✓ Repeat physical contact
- ✓ Behaviour which threatens the safety of self or others.
- ✓ Ongoing serious insolent behaviour or back chatting.
- ✓ Verbal abuse of others.
- ✓ Bullying
- ✓ Serious, ongoing disruptive behaviour

Please define the specific incident which relates to this consequence

Parent Section:

It is important that parents attend a meeting with the Principal and classroom teacher to discuss future plans for managing behaviour at school.

Suggested meeting date: _____

Please sign to indicate that you have seen this form. _____

(Office Use Only)

Type of suspension:

In-school suspension. (Student is withdrawn from class and stays in the Admin area).

External suspension. (Student required to stay at home).

Period of suspension: _____ days.

Leadership team Member: _____ Dated: _____

APPENDIX E



MODIFIED BEHAVIOUR AGREEMENT

What I need to "STOP DOING" and "START DOING"

Student: _____

Date: / /

Teacher: _____

Class: _____

This agreement has been written to assist me to make better behavioural choices in class.

The agreement below has been formulated to improve my success as a student at St Peter's School and ensure that my behaviour doesn't negatively impact on other student's rights to learn and the teacher's right to teach.

What I will stop doing	What I will start doing
1.	
2.	
3.	
4.	

Fair Consequences if I don't keep the above:	Consequences of good behaviour:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

Student's Signature:

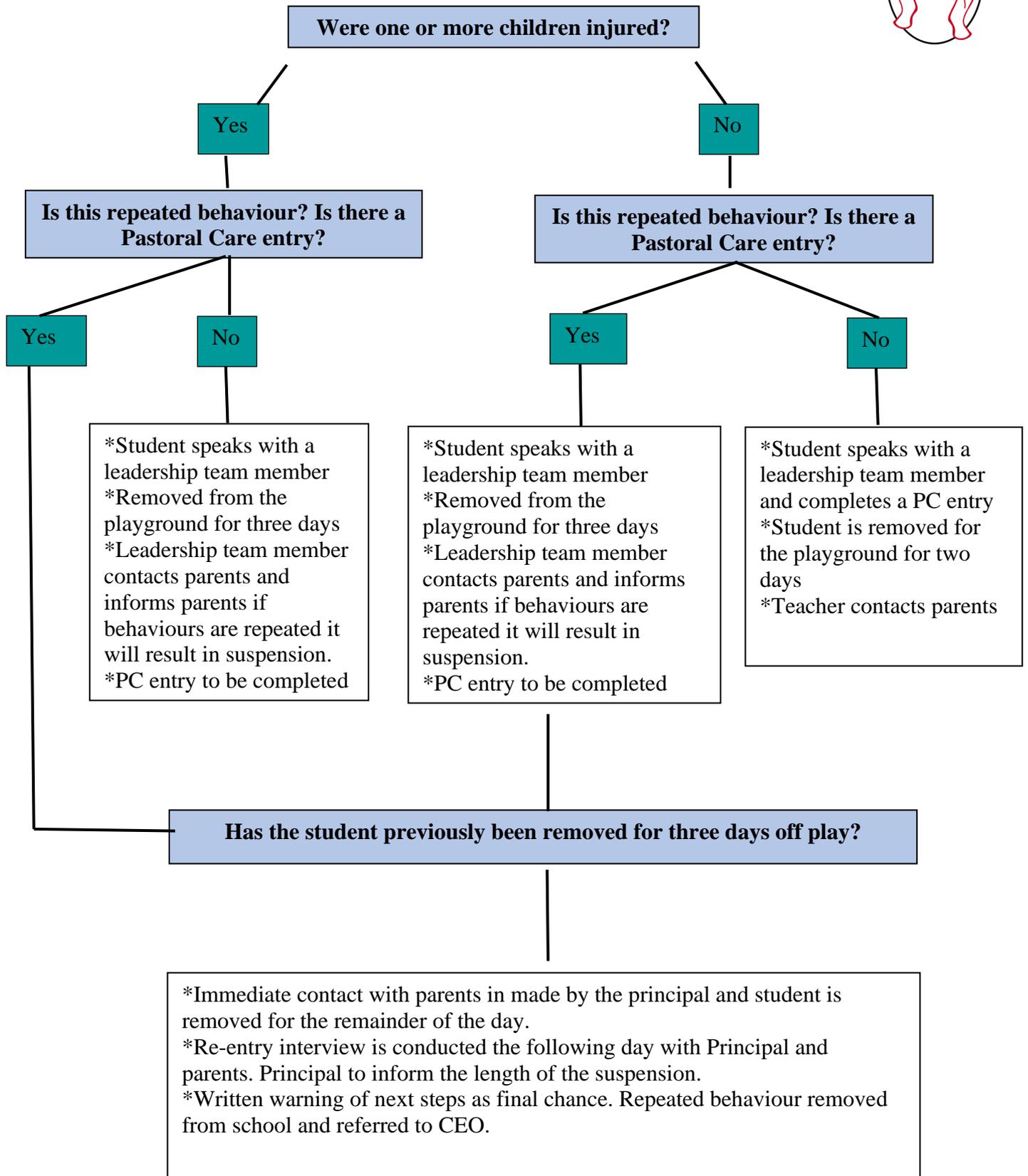
Parent's Signature:

Leadership Team Signature:

Date:

APPENDIX F

St Peter's School Procedures for Physical Contact



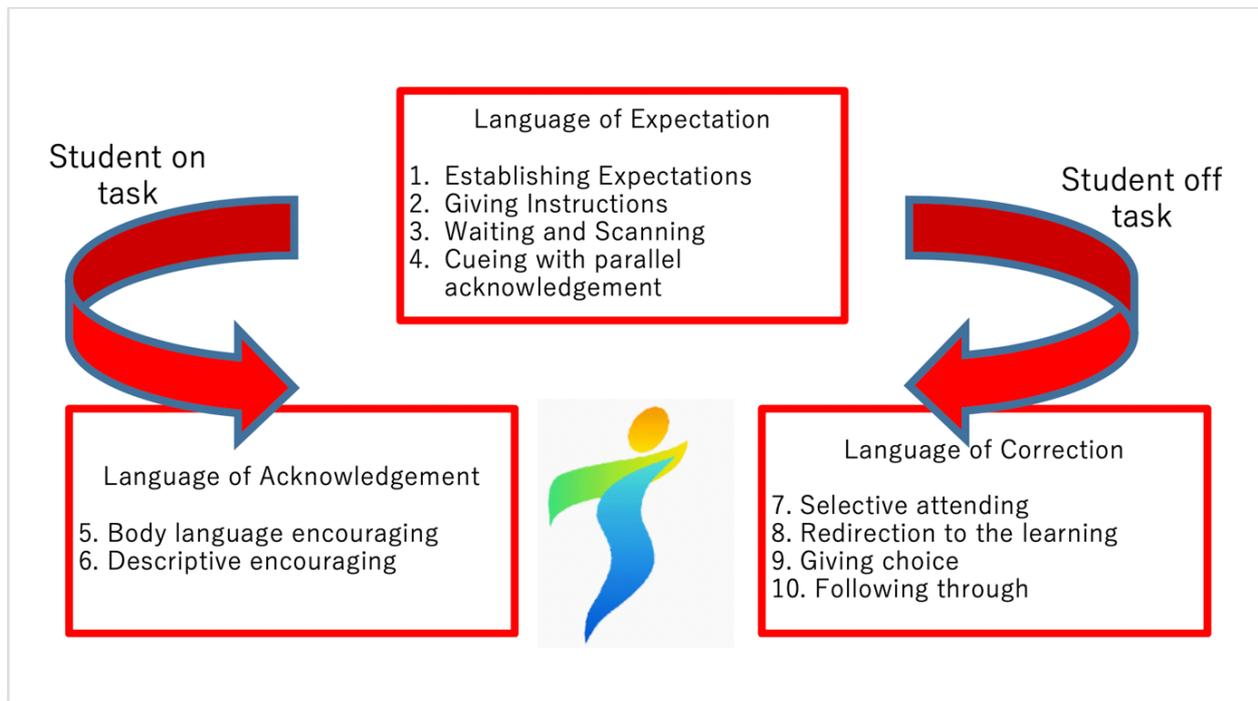
APPENDIX G

Essential Skills for Classroom Management



St. Peter's Catholic Primary School

Original ideas from Emerald SS crew and St Francis Xavier crew [ESCManised](#) by Tammy Berry and Mark Davidson ..Dec 2007..



CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

ESCM Skill 1: ESTABLISHING EXPECTATIONS

- 3-5 short, simple, clearly defined rules/expectations
- Make rules positive to draw attention to appropriate behaviours
- Refer to rules frequently
- Discuss relevant scenarios (positive and negative)
- Discuss possible consequences (positive and negative)
- Model, model, model
- Refer to rules when they are being followed, not just when they are not being followed
- Publish rules/expectations/consequences where students can read them



ESCM Skill 2: INSTRUCTION GIVING

- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and Scan (Skill 3)
 - Give 1-2 Descriptive Encouragers (Skill 6)
 - Start instruction with a verb
 - Use calm, firm, friendly, measured tone
 - Make instructions short and clear (5-7 min)
 - Use visual cues to assist
- Ensure expectations are clear (Skill 1)
- End the instruction with **“Thanks...”**
 - If necessary, move toward student/s not ready
 - If still necessary, when in close proximity, repeat instruction
 - If necessary follow through with choice and apply consequences



ESCM Skill 3: WAITING AND SCANNING

- Gives students time to process the instruction/direction
- Wait for 5-10 seconds after you have given an instruction (this varies according to the needs of the children)
- Stand still and face the group to encourage a period of quiet focus
- Use this short time to think ahead and calm yourself
- Scan the group and link with a ‘Descriptive Encourager’ or ‘Redirection’ as necessary
(eg... Vera has her pen down... Janet is sitting up straight... Gavin has his book out and eyes are on me...)



CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

ESCM Skill 4: CUEING WITH PARALLEL ACKNOWLEDGEMENT

- Scan group regularly... student is off-task, acknowledge and praise someone in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a low-key acknowledgement once on task



Verbal Language...

- Descriptive encourager: "Daniel, I can see you writing"
- Praise: "Well done Melissa"

Non-Verbal Language...

- Smiling
- Finger signing
- Close proximity
- Touching of students' materials
- Touch book/work of those on-task. When students off-task go back on-task, calmly go back and touch their work



ESCM Skill 5: BODY LANGUAGE ENCOURAGING

- Triple 'P' - Praise, Prompt and Push Off
- Touch work of on-task students
- Smile
- Eye contact
- Nod, Thumbs Up
- Hand signals / Sign Language
- Peripheral Vision: scan class regularly while working with students or group
- Personally Understood Signals (PUS)
 - Hats off
 - Sit in chair properly
 - Come here
 - Turn around
 - Quiet etc...



ESCM Skill 6: DESCRIPTIVE ENCOURAGING

- Describe the positive behaviours you see or hear
e.g. "Steven has started work"; "This group is on task"
- Use privately to individual students
- Use a respectful tone
- Have genuine intent
- Use frequently
- Use collectively to the group
- Send home positive notes to parents regarding positive behaviours



CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

ESCM Skill 7: Selective Attending

Use when student is displaying off-task or inappropriate behaviour that is not seriously disrupting others.
Be ready to use a descriptive encourager, or if necessary give choice/warning

- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time
- Praise-Prompt-Push Off
- Prompt-Pause-Push Off
- Use of 'Vaseline eye'



ESCM Skill 8: REDIRECTING TO THE LEARNING

(not the behaviour)

Non-Verbal:

- Non-Verbal redirection (eye contact, head/hand movement, smile etc)
- Proximity
- Pause in talk
- Non-verbal directional action

Verbal

- Verbal redirection (curriculum refocus)

Oral redirections include:

- * Individual close talk
- * Questioning to redirect (Where should you be? /What should you be doing?)
- * Humour
- * Redirection given
- * Oral directional phrase
- * Call student's name
- * Across room to individual

Remember the impact of body language, tone of voice, proximity and facial expression.
Be calm, clear, firm and positive in tone.



ESCM Skill 9: GIVING A CHOICE

- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice
- "Your choices are or"
- Walk away and scan back intermittently



- Allow time for choice to be made
- FOLLOW THROUGH (Skill 10) with consequence if choice not made
- Post lesson discussion might be effective

CLEAR COMMUNICATION- POSITIVE RELATIONSHIPS- HIGH EXPECTATIONS

ESCM Skill 10: FOLLOWING THROUGH

- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- In a crisis event send for help immediately
- Reassure the class
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (be responsible for your emotions and behaviours)



REMEMBER

- Stay **calm**, use a **firm voice** and **maintain consistency**
- Use **peripheral vision**
- **Selectively attend** - follow up with post lesson discussion
- Avoid being sucked into **secondary behaviour**
- Say **“thanks”** after verbal redirection and turn away
- **Follow through** with consequences

ESSENTIAL SKILLS FOR BUSY TEACHERS

