OUR BELIEFS AND UNDERSTANDINGS ABOUT BEHAVIOUR AT ST. PAUL’S

1) BEHAVIOUR IS A PROCESS OF LEARNING.
   • Behaviour needs to be taught regularly and sequentially.
   • Behaviour is learned at one’s own pace.

2) HOPE IS THE FOUNDATION OF CHANGE.
   • We believe in Helping Other Possibilities Emerge and trust in the powerful presence of God.
   • Educating children is God’s work.
   • We don’t have all the answers so we need to care and support each other in this process.
   • We believe in the value of humility.
   • Success builds success, therefore we value the “good times” and believe and rejoice in our successes however small.

3) BEHAVIOUR IS INFLUENCED.
   • Behaviour is strongly influenced by: home, culture, school, peers, society and own self.
   • Behaviour is influenced by the group and a sense of belonging.
   • People influence each other’s behaviour so modelling good behaviour is important to this process of learning.

4) RESPECT, SAFETY AND LEARNING IS CENTRAL TO LIFE AT ST. PAUL’S
   • Expectations, boundaries and consequences should be clear, succinct and consistent.
   • Children need boundaries and knowledge of the consequences (refer Consistent Consequences Matrix).
   • We need to be compassionate, just, consistent and fair in dealing with children and their behaviour (refer to school rules, Behaviour Improvement Process).
   • We value speaking respectfully to the child so they can maintain their dignity.
   • We believe that children should be able to predict the behaviour of the adult who is dealing with them.
5) SELF AWARENESS

- Right behaviour needs to become an internalised skill.
- Behaviour reflects one’s beliefs and values.
- Changing my own behaviour/perceptions can influence a change in others.
- Behaviour is the interplay of thought, feeling and action.
- Behaviour meets needs in life. Knowledge and experience of language and behaviour registers is a resource to participate more successfully in society.
- We believe in the benefit of developing social emotional competencies such as resiliency, conflict resolution and anger management.

6) BEHAVIOUR IS OWNED AND SHARED BY ALL

- Behaviour learning involves the development of relationships, including a knowledge and rapport with students and family.
- We believe we should concentrate on the behaviour not the child.
- An individual makes choices and takes responsibility for their behaviour.
- We value family involvement in the shared process of learning together.

Tell me and I forget.
Teach me and I remember.
Involve me and I learn.  Benjamin Franklin
WHAT WE DO WANT OUR STUDENT TO BE?

SUCCESSFUL
• Self-motivated
• Aspirational
• Intrinsically rewarded

RESILIENT AND HAPPY
• Hopeful
• Do well in spite of adversity
• Bounce back

BE AND FEEL SAFE
• Protected and cherished as individuals
• Able to access help when needed

CONFIDENT PROBLEM SOLVERS
• Lifelong learners
• Able to make informed choices
• Creative thinkers
• Positive learners

COMMUNITY BUILDERS
• Responsible
• Considerate
• Socially aware and socially adept
• Kind
• Just
• Valuable contributors to class/society and value others
• Caring, compassionate and empathic
• Respectful
• Co-operative
• Tolerant

REFLECTIVE AND RESPONSIBLE
• Self aware
• Self controlled
• Self appraising
• Understand behaviour

“Learning how to learn is life’s most important skill.” Anonymous
UNIVERSAL SCHOOL RULES

✔ Right Place, Right Time, Right Way
   (No Hat, No Play; Walking around buildings; no going into out of bounds areas.)

✔ Hands and Feet to Self – Personal Space

✔ Follow Staff Instructions considerately
   (We do what the teacher says)

✔ Speak and Act Respectfully

✔ Have a Go, Try your Best

✔ Listen to Learn

✔ Respect All Property

I came that they may have life, and have it to the full! John 10:1-10