



# Discipline Policy and Behaviour Management Guidelines.

## BELIEF:

"Children will be encouraged both by our example and instruction to share with others within the community the Christian values of respect, care, love and forgiveness. The Catholic School must develop persons who are inner directed, capable of choosing freely and in conformity with an informed conscience."

*(The Catholic School Article 31)*

At St Mary Star of the Sea Catholic School, the Discipline Policy is based on the belief that to participate effectively in the school, children require a level of behaviour that respects their rights and the rights of others to:

- Be safe and feel safe
- Learn to the best of their ability
- Express themselves
- Take responsibility for their choices

Based on Restorative Practice, the Discipline Policy incorporates the Pastoral Care philosophies that:

- Place value on respect, honesty, humility, mutual care and respect
- Share feelings and opinions truthfully
- Build a sense of citizenship and community along with healthy equitable and just relationships
- Promote accountability, wellbeing, healing and connectedness
- Bring together those affected by a wrongdoing in a safe and controlled environment
- Restore dignity and wellbeing of those that may have been harmed
- Work together to determine how best to deal with the aftermath of the incident

## Rationale

St Mary Star of the Sea Catholic School is committed to the development of the whole person, since in Christ, the perfect being, all human values find their fulfillment and unity. To achieve this goal a fair discipline policy needs to be in place, which allows all students, enrolled at the school to be in an environment that is conducive to learning and which allows the students to feel safe and valued.

Catholic schools should be considered extensions of the student's own home, and therefore, school communities and parents must work together in a spirit of justice, fairness, honesty and trust when discipline problems arise.

It is with this in mind that this policy has been developed.

## Principles

The school's Restorative approach to appropriate student behaviour is based on '*agreed-on*' basic principles such as fairness, equity, justice, integrity, honesty and trust.

It is important that the discipline policy reflect such values as:

- **Respect** is the foundation for trust and goodwill it is about being non judgemental of age, gender, culture, race, actions or status, all humans have inherent and equal worth.
- **Participation** is about being inclusive of everyone and working collaboratively. All those involved in a restorative process have something valuable to contribute.
- **Honesty** is required when working together and meeting the needs of each other. Those involved must be committed to nurturing relationships, act with integrity and seek to clarify and understand issues.
- **Humility** is being aware of our limits and vulnerabilities. It is about respecting others, acknowledging self-doubt and recognizing that we may not know what others need. Empathy, impartiality and mutual care are manifestations of humility.
- **Interconnectedness** is understanding that all things are connected, especially within the web of relationships. The focus of the restorative process is on reconnection and nurturing relationships. It is about using those individuals who are connected to the wrongdoing and bringing them together with the victims to address the repair that is needed to be done.
- **Accountability** is responding appropriately to the moral obligation to accept responsibility. Taking responsibility is about acknowledging the truth, and supporting and assisting with repairing and problem solving. Recognising responsibility also involves taking responsibility to care for others.
- **Empowerment** sets an expectation that all participants are active in their role, with an opportunity to express their thoughts and feelings about an incident and find an appropriate response to the situation. They can tell their stories and have their concerns heard. Empowerment involves a non-judgemental attitude, flexibility and active listening.

This school uses Restorative Practice, You Can Do It, PATHs and the Choose Respect programmes, as well as the Western Australian Religious Education Guidelines; to meet the social/emotional and developmental needs of the students. Through these programmes the children are taught appropriate behaviour and responses to everyday situations.

**Discipline in the school should reflect Gospel values.**

## Procedures

Children must become familiar with the "Student Behaviour Expectations" and the "School rules" which details the code of behaviour required for St Mary Star of the Sea School pupils. It is essential that a consistent and united approach to the management of students' behaviour applies at all times. As such the staff are required to acquaint themselves with the discipline policy, Student Behaviour Expectations and School rules.

We encourage and affirm positive behaviour in students.

Throughout the school day many opportunities arise for recognising a child's effort in the classroom or in the playground. A teacher may use the following reinforcing techniques:

- ❖ smile
- ❖ verbal praise
- ❖ general comment of encouragement or appreciation
- ❖ stickers
- ❖ encourage students to take items of work home to show parents
- ❖ showing of work to another teacher/class
- ❖ allowing student to choose own reward or activity from a list compiled by teacher
- ❖ sending home 'good' messages
- ❖ free time on completion of set work in the classroom
- ❖ displaying student's work in library or public place
- ❖ be a class assistant for the day
- ❖ letters of commendation
- ❖ merit awards
- ❖ visit to the Head of the School
- ❖ visit to the Principal

It is the responsibility of the class teacher, or teachers on playground duty to deal with misbehaviors and enforce the consequences. Presented here are some suggested strategies that teachers are encouraged to use as a consequence of inappropriate behaviour:

### **Primary and Middle School Students**

- ❖ spoken to by the teacher (Affective Statements)
- ❖ Restorative Conversations
- ❖ Restorative Thinking Programme
  - Verbal/Visual Cues
  - Go to Restorative Thinking Place and fill out a Restorative Thinking Plan
- ❖ Mini Conference involving Head of Primary/Middle School, teacher and student.
- ❖ Classroom Conference may be required
- ❖ Community Conference involving Parents, Student, Heads and Principal

### **Additional Considerations.**

All teachers are required to document inappropriate behaviour on white slips. These slips are passed onto homeroom / classroom teacher. Trends of inappropriate behaviour in particular classes or across classes will be noted and if required after a one-on-one conference between student and Homeroom / Classroom teacher, the Homeroom / Classroom teacher will arrange and facilitate a meeting with Parents between teachers involved. Information from meetings is to be minuted and to be passed on to all who attended and the Head of Primary or Middle School. Upon request heads may attend meetings. Teachers may also request meetings with parents and request Homeroom / Classroom teacher presence. This is important to stop trends in inappropriate behaviour even if the student is not sent to Head of Schools or Principal.

The Result may involve individual behavioural management plans and restorative tasks.

If there is no improvement the principal will become involved.

If the occasion arises where a student is sent to the Principal for a serious offence, then parents will be contacted as soon as possible and they will be asked to come to the school to discuss their child's behaviour. This could result in the student being placed on suspension or consecutive staybacks after school to complete Restorative Tasks.

### **Below is the Middle School Charter of Basic Expectations**

#### Middle School Charter

1. Students line up outside classrooms in the morning after first buzzer, after major breaks and when changing classrooms.
2. In between change of lessons students will stand when the teacher enters the room. Teacher and students then greet each other.
3. First Buzzer students head to line and should be lined up quietly by second buzzer.
4. 7 minutes before end of lesson students record homework in diaries and teacher spot checks. Students get what is required for next lesson. Class is tidied ready for next lesson.
5. Students do not leave class until dismissed by teacher.
6. Teacher at the end of day ensures students tidy class and leave with diaries. Diary to be sighted by parents each night and checked each morning in homeroom.
7. Each year group to have a seating plan.
8. Students from 7-9 eat in undercroft while year ten students eat outside hall.
9. Everyone is to smile and talk to each other how they wish to spoken to.

# A Restorative School

**Takes a new look at traditional processes of educating:**

- Appreciation, alternative possibilities and hope take central ground, displacing judgement, deficit and failure.
- The school addresses issues rather than punishing students.
- Teachers see themselves as relating with students, not as authorities over them.
- When discipline offences occur, the focus is on restoring order through restoring relationships rather than through authority.
- The manner of individual statements is maintained and nurtured.
- People speak respectfully of one another in all situations.
- Teachers and students look forward to the challenges they meet at school.
- The voice of every student is heard rather than being drowned out by the noise of the loudest.

**A restorative school seeks excellence in respectful relationships by valuing everyone in the school community.**

**A restorative school has hospitable practices because:**

- The communities of care around the school and its students become very visible.
- Students learn that living in a complex community is more than possible – It can be enjoyable.
- There are fewer referrals for bad behaviour.

**PEACE BREAKS OUT!**

# School Rules

- St Mary Star of the Sea is a Choose Respect school. It is an expectation that all students appropriate to their age, show respect in all behaviours and attitudes.

## ***UNIFORM AND PERSONAL PRESENTATION***

- Must be worn at all times with a sense of pride and modesty and must be the correct uniform pieces as outlined in the Uniform Policy.
- School hats must be worn during all outdoor activities.
- Footwear must be black shoes.
- Socks must be correct colour, no logo or stripes.
- Jackets must be the school tracksuit top only.
- Long hair must be tied back at all times. Hair bands and clips need to compliment the uniform and be discreet.
- Hair is not to be coloured or have extreme hair cuts.
- Fringes are not to obstruct vision.
- Jewellery - one set of stud earrings only.  
-watches, religious necklaces only no bangles.

## ***BUZZER***

- 1st Buzzer - line up immediately.
- 2nd Buzzer - complete silence.

## ***WE RESPECT OTHERS***

- Students will greet staff by their title and name.
- Students will use basic courtesy conventions when addressing staff and peers-“please, thank you, excuse me”
- Treat people the way we want to be treated.
- Follow instructions from staff members without argument, backchat or poor attitude.

## ***OVAL***

- All Years 5- 10 can go to the oval at lunch time for four days of the week.
- Pavilion Grandstand, Cricket Pitch and Toilets are out of bounds.
- Play on southern half of the oval.

## ***BICYCLES***

- Students must dismount and walk their bicycle/scooter/skateboard into and out of the school grounds.
- All bicycles and scooters are to be stored at the bike rack.
- Skateboards must be stored in a designated area in the Home Room.
- Helmets must be worn to and from school on all occasions.

## ***EQUIPMENT***

- Must be replaced, (ie paid for by students) if it is lost or damaged through willful negligence. (Restorative task)
- Ask a teacher permission to collect balls which are outside the school boundary.
- A child is never to collect a ball from the roof or climb into a tree.
- Students must play in their allocated area.
- Students will leave personal sports equipment, mobile phones, i-pods, toys and games at home.
- There must be a teacher in the room before a student may enter.
- Sports equipment is not to be used before or after school.

### ***BEFORE AND AFTER SCHOOL***

- Students are not allowed upstairs until 8.30am when the classrooms are opened.
- School gates open at 8.30am. Students go quietly to their classes for gathering time.
- Playground equipment is out of bounds.
- Oval is out of bounds.
- Students must walk to cars and bus area after dismissal. Car Pick up is from yellow line on Stuart St.
- Bikes are walked out to Johnston St., not ridden. Scooters and skateboards are to be carried.
- Only bus Children leave from bus gate

### ***BUSES***

- Children are to move to the bus assembly area immediately the bell goes.
- Students are to sit in single file in designated bus lines.
- Students must wait for supervising teachers to direct them to board the bus.
- Students must sit on the bus and exhibit safe behaviour at all times.

### ***CANTEEN***

- Lunch and Recess orders are to be placed before school.
- Children to line up in single files - Years 1 - 5 and Years 6 - 10.
- At Recess students with recess orders must line up near the RE notice board and the Middle School SRC reps. will distribute the orders.
- At lunch time the Middle School students will be served before Primary students (approx. 5 mins) to enable the Middle School time to move to the oval.

### ***RECESS AND LUNCH***

- No playing on stairs, verandahs, breeze-way, undercroft and paved area outside staffroom. These are walk ways only.
- At the commencement of Recess and Lunch all students must line up with their class teacher and move to the eating/play area as a class. The class teacher will distribute lunch orders in the designated eating area.
- Students will remain seated in their designated area whilst eating until 1.15pm
- At 1.15 Duty teachers will give permission for individual students to play only if their area is tidy of rubbish and their meal is complete.
- All brick and hard paved areas are walking zones.

### ***PHYSICAL AND VERBAL ACTIONS***

- Students are expected to treat themselves and each other with respect.
- They will not engage in play fights.
- Football and rugby will be "touch only"-no tackling.

# Awards

At St Mary Star of the Sea Catholic School, students are encouraged to actively live out their Christian faith. This is promoted through **Choose Respect Awards** (Middle School) and **Alive Awards** (Primary School).

**Choose Respect Awards** are given as an acknowledgement of positive behaviour. Every member of the school community is encouraged to "Choose Respect". Respect is defined as "to treat with care and consideration". Respect is not only an attitude but an observable behaviour.

To **Choose Respect** is to make a conscious effort to:

- Treat others with Respect, no matter how they treat you.
- Forgive others who do not treat you with Respect.
- Treat yourself with Respect.
- Resist your natural desire to pay back or take revenge.
- Apologise when you do not treat others with Respect.
- Support others who are not being treated with Respect.
- Ask for support when others do not treat you with Respect.

'**Choose Respect**' awards are printed in the faction colours. They are carried in the teachers' duty pouches and distributed by teachers. When children receive a ticket, they enter their name, class and the date on the ticket and 'post' their ticket in the post box within every classroom. Points are awarded for each ticket which contributes towards personal 'Choose Respect' reinforcements and the Faction - 'Choose Respect' competition.

**Alive Awards** are given in the Primary School which are given in acknowledgement of positive behaviour. Our "Alive" program is an integral part of the school philosophy that encourages students to develop to their full potential. When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the environment or simply positive behaviour, they will be acknowledged.

Active  
Loving  
Involved  
Valuable  
Experiences

'**Alive Awards**' are printed in the faction colours. They are carried in the teachers' duty pouches and distributed by teachers. When children receive a ticket, they enter their name, class and the date on the ticket and 'post' their ticket in the post box within every classroom. Points are awarded for each ticket which contributes towards personal 'Choose Respect' reinforcements and the Faction - 'Choose Respect' competition.

# Good Standing

Central to our behaviour expectations at St Mary's Star of the Sea, is a commitment to develop and maintain a culture of Respect within our school community. This "Culture of Respect" is expressed in the attitude and observable behaviour of the students.

Students from St Mary's often have the opportunity to represent their school in "away" situations. To be considered for this privilege students must have "good standing" before they will be eligible to represent the school.

To have "Good Standing", students will have consistently demonstrated a "Choose Respect" attitude and observable behaviour. Respect will have been clearly demonstrated in the following areas.

## 1. Respect for Others.

- Use language and actions that promotes common courtesy.
- Express one's view in an appropriate manner.
- Valuing the views of others.
- Being sensitive to the needs of, caring for others.
- Working co-operatively with others.
- Resolving conflict in a non-offensive manner.
- Reporting incidents of physical abuse, verbal abuse or harassment.

## 2. Respect for Yourself.

- Attending school regularly and being punctual to all activities.
- Being equipped for all activities.
- Accept responsibility for one's own learning.
- Completing all work honestly and to the best of your ability.
- Consistently completing all school requirements such as homework.
- Accept responsibility for one's own behaviour in all situations.
- Reporting personal incidents of physical abuse, verbal abuse, or harassment.

## 3. Respect for Property.

- Caring for and valuing one's own property.
- Caring for and valuing the property of others.
- Caring for and valuing school and public property.

## 4. Respect for Positions of Authority.

- Use language and actions that are respectful.
- Consistently follow instructions immediately and with grace.

## 5. Respect the Environment.

- Care for and value classroom environments.
- Care for and value school environments.
- Follow safety rules
- Follow the laws and regulations of our society.

Junior School Positive Reward for maintaining Good Standard over a two week period , is the opportunity to enjoy an extra long lunch play every 2<sup>nd</sup> Friday. Those who have lost Good Standing during this time will return to their classrooms and be supervised by their class teacher.

Students who have lost Good Standing three times in one term will be deemed not eligible for participation in special school events e.g. sport carnivals. This will be decided on by the class teacher and Head of Primary.

## Class Behaviour Management Plan.

We encourage and affirm positive behaviour in students: To enable this each classroom will action a Discipline and Behaviour Management Plan that is consistent and just. (Refer to pg.2 for positive reinforcement suggestions)

The classroom needs to be able to cater for students who have special behavioural needs and allow for a fresh start every day. This plan needs to encompass the normal range of student infringements. Discipline and Behaviour management plans at St. Mary Star of the Sea will use positive reinforcement in conjunction with consequences.

The Class room teachers develop their management plan on Lee Cantor's Assertive Disciple Plan. However, class teachers will adapt the basic plan to suit the developmental needs of their class. The basic steps are as follows:

### Primary and Middle School Students

- ❖ Behaviour 1 spoken to by the teacher (Affective Statements)
- ❖ Behaviour 2 Restorative Conversations
- ❖ **Restorative Thinking Programme**
  - Behaviour 3 -Verbal/Visual Cues
  - Behaviour 4 - Go to Restorative Thinking Place and fill out a Restorative Thinking Plan
- ❖ Behaviour 5 Mini Conference involving Head of Primary/Middle School, teacher and student.
- ❖ Behaviour 6 Classroom Conference may be required
- ❖ Behaviour 7 Community Conference involving Parents, Student, Heads and Principal

Each classroom teacher will be responsible for maintaining consistency and ensuring Restorative tasks are carried out.

### Definitions

**Restorative Conversations** – Teachers are encouraged to engage in restorative conversations for low level class disruption both as a preventative and early intervention action. Restorative Conversations model respectful dialogue and include the language of restorative enquiry at time of disruption.

Restorative Conversation Questions:

1. What is happening?
2. What were you thinking?
3. Who do you think is being affected?
4. How do you think they are being affected?
5. What do you need to do to put it right?

### **The Restorative Thinking Programme**

The Restorative Thinking Programme (RTP) assists teachers with the management of disruptive behaviour in the classroom by supporting students rethink, plan and restore their working relationship with the teacher. Through the transparent RTP process, both student and teacher can resolve difficulties and gain an insight into each other's perspective. RTP supports all participants and enhances collaboration and the development of the school community as a whole.

As a first response to inappropriate behaviour teachers are encouraged to use strategies as one-to-one conferencing.

If disruption continues the teacher applies four RTP questions either verbally or visually. The teacher allows student time for thinking and self correction in the classroom.

Visual Cue Card:

- What are you doing?
- What is the rule about that?
- How is it affecting others?
- What is the best choice you can make now?

#### **Restorative Thinking**

If disruption continues student is sent to RTP place. (Buddy Class)

Students complete an RTP plan (see copy attached) and return to class to discuss with teacher restoratively. In this way class disruption is transformed into a learning opportunity.

A goal and self monitoring sheet (see copy attached) acts as a daily reminder of the plan and opportunity an opportunity for the student to acknowledge her or his own improvement. After one week, the Homeroom teacher and HOPS/HOMS check written plans to see issues are resolved and to offer pastoral support. Cumulative records are filed.

### **The Mini Conference**

Continued misbehaviour, harmful event or conflicts that involve one or more students and or a teacher but are not serious enough to involve parents are resolved by holding a mini conference. The Homeroom Teacher/ HOMS or HOPS become the neutral facilitator leads the process and the agreement reached is formalised, recorded and kept as part of schools tracking system.

### **Class Conference**

A class conference is held when a whole class is being affected by hostility or conflict such that learning is impeded and relationships are damaged. A neutral facilitator, teacher(s), support personal and the students sit in a circle and discuss the issues, explore the harm and come up with solutions. (circles should be used regularly to reinforce positives and sort any issues that may be underlying. It helps to keep a class focused on being positive)

### **Community Conference**

A community conference involves the whole community affected by an incident or continued inappropriate behaviour (student, parents, teacher, HOMS/HOPS, Homeroom / Class teacher and Principal). It may accompany a stay back or suspension. It is important that everyone is supported, including those responsible for incident. The affected parties come together to talk from their perspective. Together the group decides on what needs to happen to repair the harm and resolve the underlying issues.

The principal is the neutral facilitator and prepares participants. Agreements are recorded and kept as part of the school's tracking system. The HOPS/HOM and Classroom/Homeroom teacher are assigned to monitor agreement.

# Severe Clause

A severe behaviour is when a student behaves in a manner –physically or verbally, that is a threat to either themselves or others.

Each class has a red laminated card to the teacher's top desk drawer and in the duty pouches. A student will be sent to the office with this card and a member of the Admin team will respond to the location of the incident. The student will be removed immediately and escorted to the office.

1. Student monitor sent to office with Red Card or phone contact if appropriate.
2. Admin team member removes student from the situation.
3. Admin team member arranges to speak with the teacher to collate details.
4. Parents of the student will be contacted immediately and informed of the severe breach.
5. Restorative Actions are put in place.
6. Written report by witness teacher and Admin team member will be collected and placed in student's file.
7. Head of Primary or Head of Middle School will also keep a copy to monitor frequency.

In the wake of failure to comply after restorative programme applied  
Consequences can include.

- Alternative times for Recess and Lunch
- In school suspension
- Reporting to a teacher to assist
- Behavioural contract.
- After school stay backs
- Out of school suspension

Expulsion of a student can only occur with the approval of the Director of Catholic Education and must be supported by documented evidence. This consideration is at the discretion of the Principal in consultation with the Admin Team.

# School Rules To Be Displayed Around The School.

1. Keeps hands, feet and objects to yourself.
2. Stay in your designated play areas.
3. Walking only on all paths and bricked paved areas.
4. Use equipment appropriately and ask permission to retrieve equipment.
5. Line up immediately on hearing the buzzer.
6. Hats are to be worn for outside activities.
7. Follow the canteen rules.
8. Wear the correct uniform at all times.
9. Treat others with respect at all times.

Signage for the Early Childhood Centre will have pictures and symbols to assist in understanding.

# Recess and Lunch

Constructive social behaviour occurs when students know that staff are proactive in observing and are taking steps to avert a possible problem. A teacher on duty will carry a Duty Pouch with basic first aid items plus a Record booklet. If a student's behaviour needs to be challenged the duty teacher must write out a note in the record book. Records are in triplicate- one copy is to be stapled in the child's diary so parents can see it; the second copy goes to the class room teacher/advocate teacher to be collated with their student observation records; the third remains in the book as a record to be accessed regularly by Heads of Primary or Middle School.

Staff on duty will;

- Arrive at the duty location on time.
- Wear the yellow duty jacket to be easily identified as a duty teacher.
- Wear a hat on duty.
- Be active and walk around the duty area.
- Actively look at play and behaviour and be a physical presence to support children in making good decisions.
- Remove students from play who are not following rules.
- Inform the class teacher about any student that had issues.
- Ensure the class teacher receives the record slips for the student diary and teacher records.
- Remain in duty area until all students have moved to class. Duty teachers are to be the last off the play ground.

Class teachers will;

- At the beginning of recess and lunch line class up and walk them to the eating area. Teachers remain with their class until duty teachers are present.
- At the end of recess and lunch- teachers must be at their door when the second buzzer sounds.
- Ensure that students are standing in **silence** at the second buzzer.

Suggestions for managing inappropriate behaviour during lunch and recess.

Remove student from play and discuss the behaviour you witnessed and clearly outline the behaviour you expect, explain why they are receiving a **Behaviour Slip** and then;

- Time out, sitting at a location which you can supervise whilst you are on duty.
- Have the student walk with you as you do duty.
- Have the student do litter duty in designated areas under your supervision.
- For serious behaviour refer to the Head of Primary or Head of Middle School.

# Using the PATHs Programme.

The philosophy intrinsic to PATHs reflects the belief to educate the whole child. PATHs belief that language, cognition, memory, emotion and behaviour are intimately interrelated and are all important aspects of every child's personality.

PATHs use an ABCD model of development

## Affective

- Ability to understand your emotions
- Ability to control your emotions.

## Behavioural

- Ability to control your behaviours
- Appropriate behavioural skills.

## Cognitive

- Analytical/logical reasoning skills
- Independent thinking (decision making, responsibility for solving own problems)

## Dynamic

- Positive self-esteem.
- Healthy personality development.

Teachers at St. Mary Star of the Sea use PATHs to assist the students to develop skills to reach long-term goals:

- Problem-solving skills
- Emotional understanding
- Adaptive interpersonal/social skills
- Communication skills
- The ability to think for themselves
- Techniques for learning on their own.
- Ecological awareness
- Healthy self-esteem
- Self control and independence
- Cooperative work skills
- Respect for individual and cultural differences

Goals for the PATHs Curriculum.

1. Increasing children's ability to think and solve problems for themselves.
2. Increasing children's ability to use their thinking skills to act responsibly and maturely.
3. Improving children's understanding of themselves and others.
4. Improving children's feelings about themselves (improving self-esteem).
5. Increasing children's abilities to learn more effectively in the classroom environment.

The school uses several techniques for behaviour management outlined in the programme. The *Control Signal Poster* (stop lights), is a whole school strategy that is used in the classrooms and the playground.

1. Remind upset students to try and calm down and think how they could solve the problem.
2. Praise students showing good self-control.
3. When students don't show good self-control remind them they should have "thought of the Red Light".
4. Model calming down when feeling upset or frustrate.
5. When everyone has calmed down in a problem situation talk through the problem solving-process.
6. Discuss experiences and situations with students using the 4 steps as a framework.
7. Give the students several choices to select from to solve a problem.
8. Help students learn to anticipate potential problem situations.
9. Apply this structure to academic-related problems, such as understanding a word, as well as to problems between people.

Examples of when to use the *Control Signal Poster*.

1. When students are disruptive during a lesson.
2. During situations involving peer conflict
3. When fighting or teasing occur during recess or lunch.
4. When the class is overly excited due to an excursion, etc.
5. When you feel frustrated, angry or uncomfortable.

Times to model the "Stop and Calm Down" strategy.

1. After recess and lunch.
2. During activity changes.
3. When you can't find something.
4. When you fell frustrated because the class is being inattentive.
5. When the photocopier is jammed.
6. When you are irritable and tired.