



Updated 2021

## BEHAVIOUR MANAGEMENT PLAN

### Low/Medium Behaviour Concern

- Impolite manners/rudeness
- Intruding on personal space
- Negative comments
- Littering
- Misuse or lack of proper care of property
- Showing minimal effort or care in learning
- Disruptive behaviour
- Not following instructions
- Not keeping on task
- Running on concrete/inside buildings
- Rough play
- Not sitting on chairs properly
- Playing in Out-of-Bounds areas
- Being dishonest
- Inappropriate language

### Step 1: Reminder of Class/School Rule and Values

### Step 2: Official Warning

Behaviour recorded in the Behaviour Folder in the classroom.

### Step 3.1 Buddy Class

Students are sent to an assigned buddy class for 10 minutes, where they can reflect on their behaviour by completing the blue slip. This provides the student time to self-regulate. Blue Reflection Slip kept in Behaviour Folder.

### Step 4: Office Time Out

Students are sent to the office where they will complete the Blue Reflection slip. An Orange Behaviour Card is sent home and verbal communication will take place with parents/carers. For ongoing behaviour concerns a meeting will be arranged. This may involve the principal. Behaviour recorded in EDSAS.

### Some behaviours may require further actions, these include:

**Take home**—students who are temporarily unwilling or unable to be managed at school will be placed on a take home for the remainder of the day.

**Suspension or Exclusion**— for a period determined by principal. Where a suspension has occurred student completes a re-entry process and behaviour plan before he/she can return to school and class. Behaviour recorded in EDSAS.

### In the yard

The following steps will be taken for students who have acted inappropriately in the yard.

### Low/Medium

Students will be sent to the quiet area to sit out for 10 minutes for low to medium behaviour concern. Record in behaviour book.

### High Behaviour

For a high behaviour concern students will complete a blue reflection sheet at the office and an Orange Behaviour Card is sent home to parents. Phone call to be made to parents.

### Ongoing Behaviours

For repeated inappropriate behaviours students will be placed on a play plan. A meeting will be held.



## **Code of Conduct Policy**

### **STUDENT BEHAVIOUR MANAGEMENT – BELIEF STATEMENT**

As a school community we believe that...	Therefore the school community will...
Students learn to take responsibility for their own behaviour	<ul style="list-style-type: none"> <li>• assist students to develop the skills necessary to make responsible choices</li> <li>• provide opportunities for students to:               <ul style="list-style-type: none"> <li>○ participate in decision making</li> <li>○ develop negotiation skills</li> <li>○ regularly discuss rules, rights and responsibilities</li> </ul> </li> <li>• model and promote responsible behaviour</li> </ul>
Students learn that all behaviours have consequences	<ul style="list-style-type: none"> <li>• support students to develop an understanding of why rules are necessary</li> <li>• recognise and promote the development of responsible behaviours</li> <li>• involve students in forming class rules and the negotiation of logical consequences for non-compliance</li> <li>• implement consistent consequences for inappropriate behaviour</li> <li>• support students as they undertake behaviour change</li> </ul>
Students have the right to learn and play, and staff have the right to teach in a safe, supportive and orderly environment	<ul style="list-style-type: none"> <li>• provide an environment in which students are valued and have a sense of belonging and ownership</li> <li>• provide a success oriented, inclusive ethos in the school yard and classrooms</li> <li>• foster positive relationships between students, and with staff</li> <li>• ensure that students understand their rights and responsibilities</li> <li>• address safety issues eg sun protection, as outlined by the department guidelines</li> <li>• ensure Grievance Procedures are in place and that students, staff and parents/carers have a clear understanding of the correct processes</li> </ul>
Students learn best when they experience success	<ul style="list-style-type: none"> <li>• provide opportunities for students to learn and develop both collaborative and leadership skills</li> <li>• be aware of, and cater for, the specific needs of individual students and student groups</li> <li>• recognise and celebrate students efforts and achievements</li> <li>• encourage risk taking by promoting problem solving, decision making and communication skills using teaching practices which are inclusive and empowering</li> </ul>
Students, staff and parents/carers share the responsibility for the management of student behaviour	<ul style="list-style-type: none"> <li>• practise effective communication</li> <li>• use a collaborative approach in the development of student management programs</li> <li>• promote links with other agencies to support student management programs</li> <li>• undertake training to further develop behaviour management skills</li> </ul>