



## 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

### High Behaviour Concern

- Persistent negative attitude/rudeness
- Intentional high level swearing
- Harassment/bullying/teasing
- Fighting/purposeful injury
- Speaking inappropriately to adults
- Not following reasonable requests
- Vandalism/damage to property
- Stealing
- Continuous disruptive behaviour
- Repeated refusal to do set tasks
- Dangerous play- throwing sticks, rocks, or purposeful injury
- Leaving school grounds
- Serious lying or dishonesty
- Threatening violence
- Intimidating behaviours

**Step 1:** reminder of class/school rules and values.

### Step 2: Official Warning

Behaviour recorded in the behaviour folder in the classroom.

### Step 3: Buddy Class

Students are sent to an assigned buddy class for 10 minutes where they can reflect on their behaviour by completing a blue slip. This provides the student time to self-regulate.  
Blue reflection slip to be kept in behaviour pack.  
Orange slip sent home and to be returned.

### Step 4: Office Time Out – Principal's office

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/EMS. Orange slip filed in student file.

### 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 the principal. Where a suspension as occurred, the 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 buddy bench to sit out for 10 minutes for low to medium concerns.

### High Behaviour

Students are to be sent to the office & complete a blue reflection sheet, orange behaviour card is sent home to parents/carers. Phone call to be made to parents.

### Ongoing Behaviour

For repeated inappropriate behaviour, 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>