



# BINDOON PRIMARY SCHOOL

## BEHAVIOUR MANAGEMENT PLAN

**This Policy has been developed to support:**

- All staff, with guidance on best practice management of student behaviour;
- The creation of a positive, safe and orderly environment where teachers can teach and students develop into effective learners and responsible young people.
- A commitment to school improvement on all levels. The social, moral and emotional development of students is at least as important as academic learning and achievement and this, in turn, depends on good behaviour.

### **Objectives**

- To promote a collective and consistent approach to students learning across the whole school community;
- To encourage the active promotion of good behaviour;
- To deal effectively and consistently with incidents of unacceptable behaviour;
- To ensure that students understand that there will be a certain and predictable response to their behaviour;
- To respond by focusing on the student's behaviour, rather than the student's Character;
- To have students make the right choice.

### **Strategies for implementation**

- Students will be given choices to enable them to make the right decision (e.g role playing choices and consequences)
- Senior Staff will ensure all new staff have access to and understand the Student Discipline Policy;
- The expected standards of behaviour and rewards and sanctions procedures will be discussed with students at the start of each new school year;
- Parents will be informed of the Student Discipline Policy at the start of each school year;
- Opportunities will be available for individual, group and whole school professional development in the area of behaviour management;
- Administration Team and the Student Services Team will carry out regular reviews of the policy and its outcomes.

### **School Rules**

Lively behaviour from children is natural and elements of mischievousness are inevitable. However, before the school can begin to achieve its aims, it has to establish a purposeful atmosphere and so there must be rules and regulations, courtesy and respect.

A high standard of behaviour is expected at all times.

School rules are based upon the simple principle of "consideration for others and respect for self and the environment" (Respect, Responsibility, Resilience]; they are designed for the protection and development of the students and staff.

### **Behaviour Expectations**

1. Appropriate voice
2. Appropriate movement
3. Appropriate contact
4. Respect of others and property

## **Reward System**

The ultimate reward for all students should be to reach their full potential.

The reward system gives recognition for good work and positive contribution. Rewards include praise and encouraging comments, the use of the Traffic Light system and comments in Student Diaries. Rewards should also include participation and representation in school sports teams and at other events.

## **Commendations**

Commendations will be used to formally recognise a student's contribution.

They will be awarded for:

- High quality work achieved through consistent effort.
- A single piece of outstanding work.
- A notable contribution to school life.

Commendation letters will be presented to students at the weekly mini assembly.

Honour Certificates will be presented at whole school assemblies.

## **Final Assembly Night**

At the end of each year all classes will nominate three students to receive awards at the Annual Presentation Night.

Students should be nominated for excellent and outstanding achievement and effort.

## **Managing Challenging Behaviour**

Behaviour is learned. Students learn by association (both good and bad) what behaviours receive approval and/or disapproval.

Almost all students like to receive praise, so long as it is given in a sensitive way.

For the praise to be most effective it needs to contain three key elements:

1. The student is named;
2. There's an indication of praise (Good, great, I really like the way...etc);
3. The behaviour is described exactly (your hand up, working quietly...etc).

All three need to be used. Without any one of them the effect is significantly reduced or disappears altogether.

## **Sanctions**

There is a uniform set of sanctions across the school for the breaking of school rules based on the traffic light system. The only time when these sanctions may not apply is when a student is on an Individual Behaviour Contract.

**Green light:** Students will receive a green dot in their diaries for following the school rules.

**Yellow light:** Students will receive a yellow dot in their diaries if they break a school rule after a warning. At this stage they will be sent to another class to complete a Reflection Sheet which will be sent home in the diary.

**Red light:** Students will receive a red dot in their diaries when they progress from yellow unless it is a serious breach of school rules when they will go automatically to red. At this stage the student may be sent to the Principal where an immediate sanction could be applied (e.g. suspension, loss of privilege).

Students who accumulate 3-5 yellow dots (depending on year level) will automatically receive a red dot.

**A student who receives one red dot in a five week period will not participate in the mid/end of term reward program and could also jeopardise their chances of representing the school in extra curricular activities.**

**Playground Behaviour**

Students who break school rules while out in the playground may receive a blue dot which will appear in the student diary together with an explanation.

Students who accumulate 3-5 blue dots (depending on year level) will automatically receive a red dot.

Parents are required to sight the Student Diary each day and offer praise for green dots. Yellow, Blue and Red dots will be accompanied by an explanation.

**Student Services Team (SST)**

The SST consists of the Principal, SAER Coordinator, LSC Coordinator, and School Psychologist

The aim of the team is to:

- Identify students who present with additional learning and behavioural needs.
- Recommend support interventions and services (internal & external) and refer identified students to them.
- Work with the classroom teacher to develop strategies and programs to support the student's education and behaviour needs.