



# **Bicton Primary School Responsible Behaviour Plan for Students**



# BICTON PRIMARY SCHOOL BEHAVIOUR MANAGEMENT

## PURPOSE

We want to maintain a culture in the school where students are actively engaged in the curriculum and are provided with interesting ways to learn; where they feel cared for by school staff and develop a sense of belonging to the school; and where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

To achieve our purpose we:

- create a safe and happy learning environment
- foster respect for individual differences
- are reflective of, and responsible for our own behaviour
- recognise the rights and responsibilities of all members of the school community
- co-operate with one another
- care for one another.

## SCHOOL EXPECTATIONS

**Our students** have the responsibility to demonstrate communication and co-operative skills that contribute to interpersonal and group interactions by displaying appropriate:

- Safety
- Responsibility
- Respect
- Honesty
- Tolerance
- Self management
- Friendship
- Cooperation

**Our staff** have the responsibility to:

- model respectful, courteous and honest behaviour;
- establish positive relationships with students and parents;
- ensure good organisation and planning that reflects the needs of the students;
- encourage and involve parents in the educational process;
- inform parents of their child's progress and behaviour;

**Our parents** have the responsibility to:

- ensure that their child attends school;
- support the school to maintain a positive and productive learning and teaching environment for all students;
- model respectful, courteous and honest behaviour;
- ensure that the school is informed of any conditions that may effect their child's learning;
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- support the school in managing their child's behaviour so effective learning can take place for all students.

## **CLASSROOM EXPECTATIONS**

Each teacher will, at the commencement of each school year, develop a classroom code of behaviour in consultation with students. Verbal or visual prompts will be used to assist students with monitoring their own behaviour.

### **Six Step Responsible Behaviour Management Plan for Classrooms**

#### **Step 1**

Praise/Reminder of Rule/Proximity

Where a student is misbehaving, praise at least one other student, who is in close proximity. Praise the misbehaving student immediately they do something appropriate. Refer to class developed code of behaviour. Position yourself closely to the student who has misbehaved or is misbehaving.

#### **Step 2**

Warning

According to established classroom management procedure

#### **Step 3**

Loss of Privilege

If misbehaviour continues the student will lose a privilege eg. Games, special activities. Class privileges are established within the classroom code of behaviour.

#### **Step 4**

Time Out

Completed in the student's classroom with work.

#### **Step 5**

Time out in Buddy Class

Disruptive student placed in buddy classroom with work, parents contacted and misbehaviour recorded on Integris.

Recommend the buddy class to be at least 2 years apart

The verandah is not to be used for these infringements.

#### **Step 6**

Administration

Counselling, misbehaviour recorded on Integris, class work completed, reflection sheet, parent to be contact, possible meeting.

Consequences determined

#### **Severe Clause**

Student is sent straight to step 6. Teacher and Admin to manage the debrief of affected students and the class, inform parents of the severe incident to reduce rumour and follow up with protective behaviours, bystander information (see bullying policy) and possible counselling as required.

#### **Further support for students:**

- Informal/formal contact with parents
- Enlist support from other staff eg School Chaplain, Deputy Principal, SAER
- Case conference-teacher, parents, administration
- Individual Behaviour Plan
- Referral to school psychologist, SAER coordinator
- Withdrawal or suspension-in school/out of school

## PLAYGROUND EXPECTATIONS

### PLAYGROUND CONSEQUENCES

LEVEL	ACTION
<p>Level 1 Minor behaviours which need correction Minor behaviours are those that:</p> <ul style="list-style-type: none"> <li>• do not seriously harm others or cause staff to suspect that the student may be harmed</li> <li>• do not violate the rights of others in any other serious way</li> <li>• are not part of a pattern of problem behaviours</li> </ul>	<p>Verbal warning When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations. It may involve an apology</p>
<p>Level 2 Behaviours/actions that cause a degree of risk to themselves or others</p> <ol style="list-style-type: none"> <li>1. playing out of area, running on the verandah or on bitumen &amp; pathways:</li> <li>2. no hat.</li> </ol>	<p>Time out required under tree or walks with duty teacher</p> <p>No hat no play. Contact parents if repeated</p>
<p>Level 3 More serious breaches of behaviour Major behaviours are those that:</p> <ul style="list-style-type: none"> <li>• significantly violate the rights of others</li> <li>• put others / self at risk of harm</li> <li>• may require the involvement of school Administration.</li> </ul>	<p>Student sent to verandah for detention or administration. Recorded on Integris, parent contacted</p>

## **RIGHTS AND RESPONSIBILITIES**

### *RIGHTS*

- to be safe
- to be respected and valued
- to be heard
- to learn in a caring, supportive, positive environment
- to be happy
- to a learning environment that respects the individual
- to be able to achieve to their potential.

### *RESPONSIBILITIES*

- to listen to others
- to provide and maintain a safe school environment
- engage in safe practice
- to value others
- to model caring, supportive, positive behaviour
- to accept your role as a full participant in the learning process
- to be prepared
- to report unsafe practice and/or hazards
- to respect the rights and property of others
- to respect and be tolerant of individuality and difference
- to allow others to learn.

## **BUILDING ON A POSITIVE CULTURE**

### **WHOLE SCHOOL**

- Values tokens. Drawn at assembly for prize
- Merit certificates
- Art/Music awards
- Birthday announcements PA and assembly
- Special events
- Aussie of the Month
- Free play session for faction with most values tokens
- Newsletter, commendation letter, thank you card acknowledgements
- Displays around school
- Free dress days

### **CLASSROOM**

- Encouragement and praise
- Stickers and stamps
- Prizes
- Group/individual point systems
- Class raffles, lucky dip
- Students sent to admin for good work and behaviour
- Free time
- Special activities
- Personality of the week

- Special helpers
- Good behaviour cards and coupons

### **OUTSIDE RULES**

Play ground areas announced daily on the PA

Eating areas recess; around the tree, junior block, assembly area and lunch; assembly area, junior block and around tree

Walking areas –pathways and bitumen unless in a game (not chasey)

Before 8:30am-sit on verandah no equipment

### **Other**

Specific operational planning is contained in the teacher SOPP file

This plan to be reviewed and updated annually (November)



# Code of Conduct

at

## Bicton Primary School

We play so that everyone is Safe.

We speak so that everyone is Happy.

We consider other people's feelings.

We use the playground safely.

We eat politely while we are seated.

We respect our teachers.

We are only in the  
Classrooms or Library  
when the teacher is there also.

We make sure our school is a  
**Safe and Happy**  
place for everyone.