

# **BEHAVIOUR MANAGEMENT IN SCHOOLS POLICY**



# Rationale

This purpose of this policy is to ensure that all students can actively self-regulate their behaviours to make consistently good choices at all times.

This policy has been developed for Caladenia Primary School and is based on a whole school approach to building strong and lasting relationships as these are the cornerstones for an effective and sustainable way of building each student's confidence in the school's ability to treat every student with integrity and respect. This in turn allows for a relationship to be developed between teacher and student, teacher and teacher and staff and parents. The culture of our school is based on the principles of effective and lasting trust and integrity, honesty and respect for every person in our community.

Discipline is seen as an educational process which teaches responsibility, procedural fairness and a way forward where teacher and student share the same values such that students feel trusting and place that trust in the hands of others and themselves. This policy seeks to recognise and reinforce positive behaviour at all times by discussing inappropriate actions and attitudes at the point of that action/attitude through:

## **1.1 Discipline**

Discussing what it is necessary for each of us to follow societal norms, provides us with understanding and strategies in dealing with our own behaviours/actions. Discipline is the self-regulating mechanism that drives each student and teacher to ensure consistency in the way we talk with one another, play with one another and take responsibility for our own actions. Self-discipline is taught within each classroom.

## **1.2 Positive Reinforcement**

Establishing as the cornerstone of this policy the use of a whole school attitude, recognising and reinforcing the many children who consistently and continually behave appropriately, as well as make an effort to manage their own behaviour, culminating with an intrinsic reward of "being the best that you can be".

## **1.3 Detention**

This is used in extreme circumstances after positive talk and respect by the teacher has left both parties with nowhere to go. Detention is in-house and for a limited period.

## **1.4 Bullying**

Implementing a 'No tolerance' approach to bullying in the school and teaching appropriate strategies for handling bullying situations and developing a stronger sense of self-esteem and confidence.

The development of appropriate and acceptable behaviour is a staff, parent and student attitudinal process, worked on all year by each teacher/staff member and student. Its success is based upon the recognition of the dignity and worth of all individuals.

## **Aims**

Caladenia Primary School aims to:

- Recognize the right of every person to the dignity and respect of others
- create a positive learning environment within the school and classroom so that teachers and students can work and learn together.
- recognise the members of the school community whose behaviour promotes a positive and caring school environment.
- establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others.
- establish procedures so that conflicts can be resolved in a positive discussable manner.
- enhance students' self-esteem and self-worth as well as pride in themselves, school, home and community.
- promote mutual respect.
- help students reach their full potential.
- ensure that this Policy is understood by teachers, students and parents and its implementation is acceptable to parents.

## **Learning Environment**

1. To provide a happy, positive learning environment which is rich, engaging and exciting each and every day.
2. To provide a physically and emotionally safe and caring environment.
3. To enable teachers to exercise their right to teach.
4. To enable children to exercise their right to learn without distraction.
5. To help children reach their full potential in all facets of growth.
6. To show children how to accept and follow appropriate boundaries.
7. To focus on acceptable behaviour.
8. To ensure that rules are consistent, clear, fair and consequential for each student.

## **Personal Development**

1. To enhance students:
  - i) feeling of self-worth and dignity
  - ii) self-esteem and confidence
  - iii) pride and importance in themselves, school, home and community.
2. To promote mutual respect and care for each other in the best possible way at all times.
3. To develop in children the ability to become effective and contributing members of a complex society.

## **Community**

1. To develop in children the ability to become effective and contributing members of a complex society
2. To ensure that our behavioural policy is understood and implemented reflecting our community needs.

## Rights and Responsibilities

<p><b>Students have the <u>Right</u> to:</b></p>	<p><b>Students have the <u>Responsibility</u> to:</b></p>
<ul style="list-style-type: none"> <li>• learn in a purposeful and supportive environment.</li> <li>• work and play in a safe, secured, friendly and clean environment.</li> <li>• respect, courtesy and honesty.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that their behaviour is not disruptive to the learning of others.</li> <li>• ensure that the school environment is kept neat, tidy and secure.</li> <li>• ensure that they are punctual, polite, prepared and display a positive manner.</li> <li>• behave in a way that protects the safety and well-being of others.</li> </ul>
<p><b>Staff have the <u>Right</u> to:</b></p>	<p><b>Staff have the <u>Responsibility</u> to:</b></p>
<ul style="list-style-type: none"> <li>• respect, courtesy and honesty.</li> <li>• teach in a safe, secure and clean environment.</li> <li>• co-operation and support from parents.</li> </ul>	<ul style="list-style-type: none"> <li>• model respectful, courteous and honest behaviour.</li> <li>• ensure that the school environment is kept neat, tidy and secure.</li> <li>• establish positive relationships with students.</li> <li>• ensure good organisation and planning</li> <li>• report student progress to parents.</li> </ul>
<p><b>Parents have the <u>Right</u> to:</b></p>	<p><b>Parents have the <u>Responsibility</u> to:</b></p>
<ul style="list-style-type: none"> <li>• be informed of curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare.</li> <li>• be informed of their child's progress and have no surprises.</li> <li>• access a meaningful and high standard of education for their child.</li> <li>• be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that their child attends school.</li> <li>• ensure that the physical and emotional condition of their child is at an optimum for effective learning.</li> <li>• ensure that their child is provided with appropriate materials to make effective use of the learning environment.</li> <li>• support the school in providing a meaningful and adequate education for their children.</li> <li>• Attend meetings at the school and support behaviour modification programs if required.</li> <li>•</li> </ul>

## **Roles and Responsibilities of Staff**

### **Principal and Deputy Principals have agreed to:**

- provide a link between parents and staff;
- support teachers with behaviour development and management;
- ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school;
- facilitate parent/teacher child conferencing;
- assist teachers with programs for individual children with behaviour problems and learning difficulties (individual behaviour programs);
- provide relief teachers with guidelines pertaining to behaviour management procedures; and,
- ensure a review of policy and processes is conducted regularly.

### **Teachers agree to:**

- develop and maintain a positive classroom environment;
- consistently apply the school's behaviour management plan;
- display and discuss;
  - *Rights and Responsibilities;*
  - *Dignity, respect and honesty;*
  - *School Rules;*
  - *Playground Rules; and*
  - *Classroom Rules*
- contribute to a review of the School Behaviour Management Plan;
- include administration staff, where appropriate, in discussions with parents regarding student behaviour management; and
- design and implement Individual Behaviour Management Plans (IBMP) for students that require this.

## Code of Behaviour

The school states that students must:

- Obtain permission notes to leave the school grounds during the day but never unaccompanied.
- Consider the safety of others when playing games, keep hands and feet to themselves and no throwing sticks, stones or other objects likely to cause harm.
- Walk on pathways or in designated areas. We employ a calm and quiet attitude to our environment in the school grounds.
- Ensure that personal items are not brought to school. Do not bring such things as mobile phones, bubble and chewing gum, toys, cards, play things and sporting equipment.
- Only play non-dangerous games at school. Rough games where extreme physical contact is required are not allowed.
- Keep the school in a neat and tidy condition. All food scraps and rubbish to be put into bins.
- Ride bicycles only to and from school. Bicycles are not to be ridden on school grounds, including front paths within the school fence line.
- Only enter or remain in a classroom during non-teaching time, when a teacher is present.
- Obey directions from staff at all times.
- No hat - no play outside.
- Use appropriate language and good manners at all times.
- Communicate effectively with adults and students.
- "Be the best that you can be."

## **Establishing and Maintaining Positive Behaviour**

The following activities are run at Caladenia Primary School to establish and maintain positive student behaviour.

- Incentive activities which acknowledge appropriate student behaviour.
- Positive classroom teacher attitude where no teacher raises their voice or “loses it” or uses sarcasm as a form of address to students – calmness, preparedness and full engagement using Kagan strategies are used to motivate and enthuse student learning and positive learning behaviours.
- Individual behaviour plan (IBP) to meet individual student needs.
- Teach social norm behaviours on a whole school level
- Students are met and welcomed by a member of Administration as well as class teacher in the mornings.
- Consistent expectations throughout all classrooms regarding ‘being the best you can be’ student behaviour is our aim each and every day.
- Monitoring and tracking of classroom and playground behaviours by the Executive. (Classroom data analysed and Playground summary completed with direct follow up with teachers by Deputy Principals), if and when necessary.
- Positive behaviour comes from building strong relationships with students in every classroom.

# Positive Incentives for Student Management

## Individual Incentives

### Classroom

- Encouragement and Praise. These should be the primary instruments of positive reinforcement.
- Stickers, Rewards and Prizes. Each class will be allocated money to purchase these as part of their classroom budget.
- Each class will award Merit Awards. These will reflect the student achievement of outcomes and virtues, at each parent assembly.
- Individual class incentive scheme/game.
- Teachers are encouraged to send children to the Administration team with work that shows considerable improvement or outstanding achievement.

## Whole School Incentives

### Playground

- Duty teachers will distribute faction point cards to those students who are displaying positive behaviour in the playground (using manners and playing well). The student places these cards in a faction box in the Library, these are then added up for Thursday's assemblies.
- The winning faction for the term will be rewarded with a "Faction Fun Activity Hour" on the last day of term. A variety of fun activities will be offered.
- The winning faction for the year will have their name engraved on the Faction Points Cup.

### Classroom

- **Office Display.** Specialist Teachers and classroom are responsible for showcasing student work in the Office over a week period – organized through the Deputy Principals prior to set up.
- **Mystery Prize**  
Children are rewarded for good behaviour in the classroom through the use of an end-of-semester Mystery Prize. Children who have not received any 'B' Sheets in the classroom go into a draw at the end of each semester for the Prize.

## Procedures for Disruptive Behaviour

Caladenia Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to eliminate disruptive behaviour.

The most effective consequences are predicated upon a quality educational program and a positive classroom environment. Staff need to employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring, while continuing to work on building effective relationships with all students in the class. Students do not want to disappoint teachers after making strong connections with them.

As we have developed over the first ten years, we have found very few students making poor behavioural choices, due in large part to excellence in teaching and positive classroom relationship building between student and teacher. Our students are self-regulating in the most part and as such we listen and act positively to their feedback regarding behaviours and issues in order to deal immediately with the "putting the situation back on track quickly".

Parental contact is immediate following behavioural issues and the situation is cleared on the same day. We spend much time in talking and discussing positive behaviours to students and parents in order that they not be repeated.

# Overview of Procedures for Classroom Behaviour Management for Years 1 – 7

**PROXIMAL PRAISE** is the strategy first employed when reminding a student of appropriate behaviour.

**Stage 1** The first time a student misbehaves.  
*Verbal Warning reminding child of the rule – expectations/self-regulative*

---

**Stage 2** The second time a student misbehaves.  
*Student name recorded on Behaviour Sheet – again, self-regulate.*

---

**Stage 3** The third time the student misbehaves.  
*Student identifies type of inappropriate behaviour by circling and placing number in right hand column.*

---

**Stage 4** The fourth time a student misbehaves.  
*Time-out in class (teacher's discretion ~recommended length 30 minutes)  
Student identifies type of behaviour by circling and placing number in the Right-hand column.  
Record misbehaviour on class tracking sheet.*

**Note – 3 time-outs in a week = detention (lunch time)**

*Note – If a child misbehaves on in class time-out they are sent immediately to their partner room class.*

---

**Stage 5** The fifth time a student misbehaves.  
*Student sent to 'buddy room'/partner room until the next break with the behaviour sheet. Copy of behaviour sheet is sent to parents and/or a phone call to discuss the issues that are occurring.  
Record misbehaviour on class tracking sheet.*

**Note –3 visits to the partner room in one week = in school suspension**

*Note - If a child misbehaves in partner room they are sent to the office.  
The child will be detained by the Administration and not returned to the classroom.*

---

**Stage 6** The sixth time a student misbehaves.  
*Student is referred to Administration.  
Detention may be assigned by Administration after a full analysis of the situation. Prior to detention, the form is sent home with student to be signed by the Parent and returned to the class teacher.*

---

**Stage 7** In-school suspension is assigned by Administration after a full analysis of the situation.  
*Parents contacted by Administration.  
Students are to be provided with relevant classroom material.*

---

**Stage 8** Out of school suspension to be applied by Administration after a full analysis of the entire incident. Parent interview required on return to school.

**Severity clause:** Students recommended for exclusion from school, or required to attend school with parent or Education Department officer.

## **MAJOR MISBEHAVIOURS**

- All major misbehaviours (swearing, fighting/hitting, rudeness, refusal to work or apply self-regulating procedures to self) are referred directly to Administration.
- Students are to be sent to the office immediately following the incident, along with a completed behaviour sheet.

### **Administrative Response Procedure**

- All major incidents recorded in SIS.
- Conference between parents, student and school Principal or Assistant Principal.
- Support strategies may be put in place (IBMP) or with assistance of outside agencies.
- Lunchtime detention or in-school suspension may be administered.
- Out-of-school suspension may be administered as a last resort.

## Behaviour Management Flow Chart for Years PP-6

### CLASSROOM BEHAVIOUR

Positive Proximity- discussion/self-regulation

**Breaking Classroom Rules**

**1. Verbal Warning**

**2. Name recorded on Behaviour Sheet**

**3. Identify type of inappropriate behaviour on Behaviour Sheet**

**4. Time-out in class**

**5. Partner Room**

Behaviour slip to be sent home to be signed and returned by Parent/Caregiver.

**6. Sent to Administration**

**Serious Breach**

e.g. Swearing  
Hitting  
Dangerous  
Actions

**Full Referral**

Student sent to the office immediately

Send any recent history about class behaviour with child

Student receives Detention, In-School Suspension, Parent Interview or Suspension

Information recorded onto database and referral sent home if parent contact not made.

## **PLAYGROUND BEHAVIOUR Year PP - 3**

This is the process that teachers follow when students misbehave in the playground.

### **Minor offences such as:**

*Running on hard surfaces  
Playing without a hat  
Out of bounds  
Failure to follow instructions  
Rough play  
Littering  
Eating in incorrect area*

---

**Stage 1**      *Child commits one of the above minor offences.  
Child is placed on the 'blue dot' for five minutes and behaviour is recorded in Duty File.*

---

**Stage 2**      *Third incident of the same nature in a week – **Restricted Play.**  
Child has name listed in Duty File and is required to play in close proximity to Area B duty teacher for the remainder of the week.  
Recorded in SIS.*

---

**Stage 3**      *Continued poor playground behaviour – Individual Behaviour Management Plan to be developed in consultation with SAER Co-ordinator.*

---

---

### **Major misbehaviours – referred directly to Admin.**

---

**Yellow card:** Duty Area listed on card. Yellow card sent to Office for misbehaviour requiring Admin assistance.

**Red card:** Duty Area listed on card. Red card sent to Office for immediate assistance for medical emergencies or if student safety is at risk.

## **PLAYGROUND BEHAVIOUR Year 4 -6**

This is the process that teachers follow when students misbehave in the playground.

### **Minor offences such as:**

*Running on hard surfaces  
Playing without a hat  
Out of bounds  
Failure to follow instructions  
Rough play  
Littering  
Eating in incorrect area*

---

**Stage 1**      *Child commits one of the above minor offences.  
Child is placed on the 'blue dot' for five minutes and behaviour is recorded in Duty File.*

---

**Stage 2**      *Third incident in a week from playground –lunchtime detention   **OR**  
Sixth incident in a term – lunchtime detention  
Record on SIS.*

---

**Stage 3**      *Continued poor playground behaviour – Individual Behaviour Management Plan to be developed in consultation with SAER Co-ordinator.*

---

**Stage 4**      *In school suspension (for continued poor playground behaviour)*

---

### **Major misbehaviours – referred directly to Admin.**

---

**Yellow card:** Duty Area listed on card. Yellow card sent to Office for misbehaviour requiring Admin assistance after Stage 1 behaviour has been breached on second or more occasions on same day.

**Red card:** Duty Area listed on card. Red card sent to Office for immediate assistance for medical emergencies or if student safety is at risk.

# BULLYING POLICY

Caladenia Primary School has a commitment to providing a safe and supportive learning environment. This includes having a no tolerance approach to bullying within our behaviour management procedures. In conjunction with these procedures, we also endeavour to foster resilience by teaching appropriate strategies for handling bullying situations and developing a stronger sense of self-esteem and confidence.

## What is Bullying?

Despite varied definitions, it is generally agreed that three core elements exist in any bullying behaviour. These include:

- A deliberate and often repeated intent to harm
- A power imbalance between the perpetrator and the victim
- **Often repeated** verbal or physical behaviours

## Factors Contributing to Bullying

- Friendship breakdown
- High achievement (academic or other)
- Differences in physical appearance
- Ethnicity
- Sexual orientation
- Being new to an area or group

**School bullying** is a type of [bullying](#) that occurs in connection with education, either inside or outside of school. Bullying can be [physical](#), [verbal](#), or [emotional](#) and is usually **repeated over a period of time**.

Physical Bullying	Emotional/Indirect School Bullying	Verbal Bullying	Electronic Bullying or Cyber-bullying
<ul style="list-style-type: none"> <li>• Causing physical injuries</li> <li>• Stealing</li> <li>• Punching</li> <li>• Shoving</li> <li>• Slapping</li> <li>• Attacking</li> <li>• <a href="#">School pranks</a></li> <li>• <a href="#">Teasing</a></li> <li>• Fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Spreading bad <a href="#">rumors</a> about people</li> <li>• Keeping certain people out of a "group"</li> <li>• Getting certain people to "gang up" on others (It also could be considered physical bullying)</li> <li>• Ignoring people on purpose - the "<a href="#">silent treatment</a>"</li> <li>• <a href="#">Harassment</a></li> <li>• Provocation</li> <li>• Whispering to another in front of someone</li> <li>• Keeping secrets away from a so-called friend</li> </ul>	<ul style="list-style-type: none"> <li>• Teasing people in a mean way, or swearing at someone</li> <li>• Name calling</li> <li>• Commenting in a mean way on someone's looks, clothes, body, or anything else</li> <li>• Tormenting</li> </ul>	<ul style="list-style-type: none"> <li>• Sending mean spirited text, e-mail, or instant messages.</li> <li>• Posting inappropriate pictures or messages about others.</li> <li>• Using someone else's user name to spread rumors or lies about someone.</li> </ul>

## **BULLYING PROCEDURES**

Stage 1     Teacher assesses and acts on a report of bullying. (Verbal or Written) immediately

---

Stage 2     Teacher to implement BMIS procedures and communicate with relevant classroom teachers and the Executive Team.

# BULLYING FLOWCHART

## Report Bullying

First  
Offence

Severe/Repeat  
Offence

Classroom  
Teacher/  
Duty Teacher  
  
*(Intervention  
using No Blame  
Approach)*

- School Administration
- Classroom Teacher
- Parent Contact

Behaviour  
Management  
in Schools  
Plan  
  
(BMIS]

*Executive  
Team*

Suspension

**Resolution**

# Procedures for Behaviour Management of Kindy and Pre-Primary Students

## 1. Proximity Praise/Reward

Where a student is misbehaving, praise at least one other student who is in the close proximity for behaving appropriately; praise the misbehaving student immediately they do something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; and quietly enquire as to the reason for the misbehaviour.

## 2. Rule Reminder

Referral to displayed rules. Reinforcement or questioning of class rules.

## 3. Warnings

Verbal reprimands according to individual classroom procedures. Stating the problem and clearly stating required behaviour.

## 4. Loss of Privilege

Second time a rule is broken the student will lose a privilege. For example games, special activities. You must have privileges established in order to take them away.

## 5. Isolation in Class (Time- Out)

Further infractions of class rules leads to a student being isolated from other students/teachers attention in the classroom.

## 6. Detention

For serious breaches of rules, a referral is written and the child taken to Admin staff. Students are detained for a brief period during normal breaks.

## 7. Non-attendance / Suspension

Continual inappropriate, disruptive behaviour or serious offences a referral is written and the child taken to Admin staff. Parents/Caregiver(s) are advised by the Principal that their child cannot attend the session the following day or part of the day. This action is only for extreme cases. Behaviour program is written. School Psychologist referral.

## **Guidelines for Detention and In- School Suspension**

The placement of students in detention will be authorised by the Deputy Principals after a written referral as designated in the BMIS procedures. Detention will be for a period of time from 12.55 to 1.25. The Deputy Principal should collect and record the signed parent notification, placing it in the Behaviour Management Tracking File. If a child does not complete a detention, or arrives for detention later than 12.55pm, they will complete the remainder of the detention and repeat another detention the following day. If this occurs again, they are sent to the office.

In the case of an in-school suspension parents are contacted by telephone and a standard letter is sent home and must be returned signed by parent/caregiver.

Students on in-school suspension have recess from 10.55 - 11.15, and lunch for 1.25 - 1.45. Students remain outside the staffroom.

Pupils in detention will be segregated from their peers and, at the same time, under supervision.

Class teachers are to provide pupils on in-school suspension with an adequate amount of work. Work is to be from the pupil's normal learning programme at a level that the pupil can carry out without explanation or assistance from supervising teacher. Admin will quickly assist with this when required.

## Supervision of Students on Detention and In-School Suspension

Pupils on 'in-school suspension' are under the general supervision of a Deputy Principal. Deputy Principals are responsible for ensuring that pupils on detention/in-school suspension are safe and remain isolated from peers. Supervising Deputy Principals will interact with isolated pupils with polite detachment. Their interaction should be restricted to granting the pupil permission to leave the room for toileting. Poor behaviour in detention will result in a repeated detention the next day (This is issued by the Deputy Principal). For **serious breaches** of detention procedures, please refer the pupil to the office or send for assistance. Pupils who are absent from school during their period of isolation will complete the requirements of isolation on their return to school.

## Guidelines for Out of School Suspension

The Principal and Deputy Principals may authorise the suspension of pupils in cases of repeated misbehavior or on serious misbehavior. All effort is made by the school to contact and speak to the parents about the suspension prior to notification.

The following documentation will be completed when a child is suspended.

a) a copy of the reason for suspension and the duration of suspension will be forwarded to:

- i) *The child;*
- ii) *The parent or guardian;*
- iii) *The Education Department; Faxed to District Office*
- iv) *A copy on File.*

The suspension will be recorded on Integris.

## Guidelines for Exclusion from School Events

The Principal and Assistant Principal's reserve the right to withdraw students from activities outside of school if the students' behaviour is considered unsatisfactory. These activities may include:

- Sporting Events
- Choir performances
- School Camp
- Other Activities as individually determined by the Principal

## APPENDICES

### APPENDIX 1

## THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT

Staff should:

- Have clear statements of whole school and classroom rules and the consequences of their infringement.
- Set consistently high standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangements.
- Prepare each learning session thoroughly. They must:
  - *know what they wish to achieve;*
  - *know their content;*
  - *have prepared the necessary resources; and*
  - *be punctual.*
- During the lesson:
  - *give clear instructions;*
  - *differentiating the curriculum for each student ;*
  - *follow our whole school schedules/timetables;*
  - *motivate your students to learn;*
  - *excite your students with variety; and be consistent and ensure students know all the time what is expected of them.*
- Use positive reinforcement for appropriate behaviour. Note that:
  - *positive incentives must be earned;*
  - *verbal encouragement should be the most used incentive;*
  - *a variety of positive incentives should be used - change incentives regularly to maintain enthusiasm;*
  - *desired behaviour should be rewarded; and*
- Be alert to disruptive students and be prepared to use relationship building techniques to re-activate desired environment.

## SCHOOL RULES

### CLASSROOM RULES

- No hurting others (keep hands, feet and objects to yourself)
- Be polite and courteous always
- Social norms are used at all times – manners
- Follow staff members' instructions
- Leave your own toys and cards at home
- Remain in the school grounds at all times
- No teacher, no children in classroom
- No riding of bikes on school grounds
- School grounds are out of bounds after school hours.

### PLAYGROUND RULES

- No hat – no play.
- Respect and correctly use sports equipment
- Play safely in your set area.
- Always walk around school buildings
- Eat in designated areas, not on the oval
- No yelling or screaming around buildings at any time – the oval is the place for excessive voices.



# Student Behaviour Sheet

## Years PP-6 (Minor Misbehaviour)

Name:	Teacher 1:	Teacher 2:
Date:	Year Level:	Room/s:

CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURE	
Stage	Action
1	Verbal warning.
2	Student name recorded on Behaviour Sheet.
3	Student identifies type of inappropriate behaviour by circling and placing number in the right hand column.
4	<b>Time-out in class.</b> Student identifies type of inappropriate behaviour by circling and placing number in the right hand column. Misbehaviour recorded on class tracking sheet.
5	<b>Student sent to partner room</b> (with the behaviour sheet) until the next break. Student identifies type of inappropriate behaviour by circling and placing number in the right hand column. Misbehaviour recorded on class tracking sheet. Behaviour slip sent home to be signed/returned by parent/caregiver.
6	<b>Student sent to Administration Staff.</b>

**Minor Misbehaviours:**

(Please circle and place number in the 'Misbehaviour' column)

1. Talking at inappropriate times
2. Walking around room at inappropriate times
3. Calling out at inappropriate times
4. Distracting others from their tasks
5. Annoying noises
6. Off task behaviour
7. Late without explanation
8. Rudeness or bad manners
9. Not keeping hands and feet to self
10. Answering back
11. Not following instructions
12. Poor playground behaviour
13. Teasing others

Stage	Misbehaviour	Details
3		
4		
5		

Teacher Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

Comment:

# Student Behaviour Sheet

## Years PP-6(Major Misbehaviour)

Students to be sent to the office immediately following the incident, along with a completed behaviour sheet.

Student:	Time:	Teacher:
Date:	Year Level:	Class:

**Major Misbehaviours:**

(Please circle and place number in the 'Misbehaviour' column)

1. Vandalism/Graffiti/Littering
2. Gender remarks or gestures
3. Crude/Racist remarks or gestures
4. Throwing objects
5. Spitting (Student to clean up immediately)
6. Swearing
7. Threatening other students
8. Stealing.
9. Physical Fighting
10. Leaving class to avoid consequences
11. Verbal abuse to teacher/adult.
12. Physical abuse to teacher/adult.

Misbehaviour	Comment

Teacher Signature: \_\_\_\_\_

Administration Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_