

BEHAVIOUR MANAGEMENT POLICY



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RATIONALE

Our school vision is ***to be a community conscious educational institution which produces socially and civically responsible citizens who are equipped for life-long learning, and strive for personal excellence.***

In order to achieve our vision, it is essential that students, teachers and support staff work in a safe, supportive and orderly environment that respects the following:

- Rights of all students to learn.
- Rights of all teachers to teach.
- Rights of all support staff to assist students and teachers.
- Rights of parents to be an integral part of their child’s education.
- Rights of all to be physically, emotionally and socially safe.

All members of the school community have a responsibility to contribute positively to such an environment.

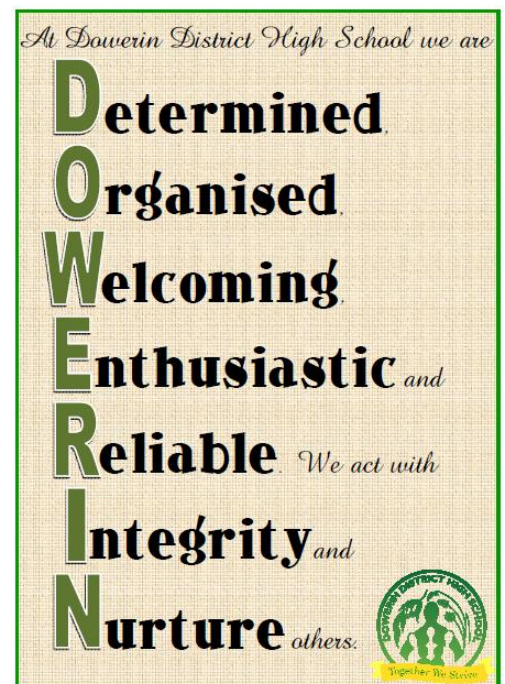
RELATED POLICIES

This policy supports, and should be read in conjunction with, the Department of Education’s *Behaviour Management In Schools Policy*.

DEFINITIONS

Bullying	Is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Single instances of nastiness and mutual conflict are not bullying.
Bystander	A person who witnesses an action, but is not involved in the action.
Code of Conduct	Describes the school community’s expectations of student behaviour
Conflict	Involves a disagreement where one or both parties needs are not being met. It does not involve an abuse of power, even if parties do not have <i>perceived</i> equal power.
Cyberbullying	Bullying through information and communication technologies.
Inappropriate behaviour	Any activity or interaction which is deemed to be unpleasant, disruptive, unsafe, antisocial, dangerous or destructive.
Restorative Practice. (See Appendix 2)	The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationship harmed by their behaviour.

DOWERIN VIRTUES



BELIEFS

Dowerin District High School believes that:

- A high level of student engagement helps to minimise disruptive behaviours.
- Explicit teaching of the Dowerin Virtues supports students to understand behaviour expectations at the school.
- Classroom behaviour expectations should be clear to all students and on visual display.
- Positive student behaviour should be acknowledged and encouraged.
- Students learn from opportunities to engage in and explore a variety of self and peer regulated activities, including reasonable risk taking activities which respect the rights of others.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- Children should accept responsibility for their own behaviour.
- It is important teachers and parents have, and model, high expectations for standards of behaviour.

SCHOOL CODE OF CONDUCT

The Code of Conduct reflects the Dowerin Virtues.

1. We demonstrate respect, courtesy and consideration for others
2. We respect personal possessions and school property.
3. We maintain a clean, healthy and orderly school environment.
4. We follow school rules and routines

For a deeper understanding of this Code of Conduct, see Appendix 1.

To support the Code of Conduct:

Staff Agree To	The Principal and Deputy Principal Agree To
<ul style="list-style-type: none"> • Develop and maintain a positive classroom environment. • Model positive interactions with others. • Collaborate with students to develop clear classroom rules, monitoring processes and consequences. • Consistently apply the school's Behaviour Management plan. • Ensure students are informed of: <ul style="list-style-type: none"> ○ Students rights and responsibilities ○ School Expectations ○ Playground Guidelines • Inform parents of extreme or persistent behaviour – both positive and negative. • Investigate concerns regarding behaviour fully. • Deal with breaches of behaviour in a confidential and restorative manner. • Enlist the support of the Principal and Deputy Principal, and parents and allied health services to manage severe or ongoing negative behaviour. 	<ul style="list-style-type: none"> • Support staff with behaviour development and management. • Ensure consistency with the implementation and maintenance of behaviour management procedures throughout the school. • Support staff to facilitate restorative practices. • Implement behaviour management strategies that are restorative in nature and provide confidentiality. • Support teachers to implement Individual Behaviour Management Plans (see Appendix 5) • Monitoring data regarding student behaviour, including Daily Behaviour Record Sheets (See Appendix 6).

RIGHTS AND RESPONSIBILITIES

All members of the Dowerin District High School community have rights and, with that, come responsibilities. The following tables expand and articulate the rights outlined in the Rationale of this document.

STUDENTS have a RIGHT to:	STUDENTS have a RESPONSIBILITY to:
<ul style="list-style-type: none"> • Learn in a purposeful, supportive and well-resourced environment. • Learn and play in a safe, secure, friendly and clean environment • To be treated fairly and respected as an individual • To be happy, enjoy school and form relationships • Equal treatment regardless of status, race, gender or physical ability 	<ul style="list-style-type: none"> • Take responsibility for their own learning and behaviour. • Engage in all activities to the best of their ability. • Keep the learning environment tidy, organised and safe. • Keep the play environment in good order by returning equipment to the appropriate place, placing food scraps and litter in the appropriate bins. • Ensure their behaviour does not disrupt the learning of others. • Be punctual to school, for classes and related commitments • Be prepared for school, which includes bringing all equipment, completing set homework and returning notes and other documentation. • Demonstrate respect for self and others, including students, teachers, other school staff and parents. • Demonstrate respect for the environment. • Demonstrate the Dowerin Virtues. • Engage in restorative practices when relationships are damaged. • Report any matters affecting the rights of others to a teacher, the Deputy Principal or Principal.

STAFF have a RIGHT to:	STAFF have a RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect and honesty by students, parents, community members and colleagues. • Teach in a safe, secure, friendly and clean environment. • Teach in a supportive and non-disruptive environment • Cooperation, engagement and support from parents in matters related to their child's education. • Support from the school administration to carry out their duties. 	<ul style="list-style-type: none"> • Deliver an organised, engaging teaching and learning program which meets student needs. • Develop and display clear expectations of behaviour for their classrooms and communicate these to students and specialist and relief teachers, • Use visual displays to inform students of behaviour status. • Actively promote positive student behaviour. • Model respectful, courteous and honest behaviour and the Dowerin Virtues. • Treat students and parents with respect. • Ensure the learning environment is tidy, organised and safe. • Establish positive relationships with students, parents and colleagues. • Keep parents and administration informed of student progress and matters relating to student behaviour, academic achievement and well-being. • Work with the Principal and Deputy Principal to, as required, implement and monitor Individual Behaviour Management Plans.

PARENTS have a RIGHT to:	PARENTS have a RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect and honesty by students and school staff. • Be confident their children are learning in a safe, secure, friendly and clean environment. • Be confident their children are being taught the expected curriculum in a supportive and non-disruptive environment. • Be informed about curriculum and their child's academic progress and receive honest and fair feedback on a regular basis. • Be informed about behaviour management procedures, and decisions and incidences impacting their child's health and welfare. • Confidentiality in all matters. • Be involved in, and feel welcome to be part of, their child's education. 	<ul style="list-style-type: none"> • Demonstrate to their child they are interested in, and value, their child's education. • Ensure their child attends school punctually and regularly. • Ensure, to the best of their ability, that the physical and emotional condition of their child is appropriate for effective learning • Ensure their child has the correct materials to make effective use of the learning environment. • Support their child to complete homework. • Engage in positive and pro-active communication with the school by: <ul style="list-style-type: none"> ○ Contacting the school immediately should an issue or concern arise which impacts on their child. ○ Reading the school newsletter ○ Reading classroom newsletters ○ Accessing school information, policies and procedures as required from the school website or the school. ○ Return notes and complete surveys punctually • Treat staff with respect, courtesy and honesty. • Model the Dowerin virtues. • Respect the privacy of all, including other parents, students and staff.

PLAYGROUND EXPECTATIONS AND PROCEDURES

Students are required to sit at the allocated benches to consume food at the start of both the recess and lunch breaks. They will be released to play at the discretion of the duty teacher. This is usually when:

- food is consumed (a minimum of 15 minutes at lunch time),
- all duty teachers have reported for duty
- rubbish and/or food scraps are placed in the appropriate bin and
- the area is neat.

Students are encouraged to play cooperatively; self-regulating risk taking behaviour and solving low level playground conflicts without the assistance of the duty staff member. Students are encouraged to use the language of Protective Behaviours and the Dowerin Virtues as a reference. If they are unable to do this, they should ask for the support of the duty teacher to reach a solution.

Kindergarten to Year 2 students are permitted to play in the Early Childhood playground. Students from Kindergarten to Year 10 may play in the musical garden. Students from Year 1 to 10 may play on the quadrangle or oval. Students from different ages are permitted to play together, provided the play is appropriate and safe for all involved.

Each class or form group has a selection of sporting equipment to use at break times. The process for allocating and returning this equipment is managed at a class/ form level. Equipment that is not returned to classes will be given to the Physical Education teacher who will determine when it will be returned to the class/form.

Duty staff wear a fluorescent vest so they are easily identified. They carry a 'duty file' which contains raffle tickets and documentation to record any relevant playground monitoring, behaviours or incidents. This documentation is monitored frequently by the Deputy Principal. Staff will do their best to make consistent judgements regarding playground behaviour.

Students displaying the Dowerin Virtues to a high level during break times may be awarded a raffle ticket. Students then place the raffle ticket, with their name on it, in the appropriate Faction Box. Factions are awarded one point for each raffle ticket in the box. Between one and three raffle tickets are drawn from the box at Friday Afternoon Assemblies and the students whose names are drawn receive a merit pen or pencil.

Breaches of playground expectations will be dealt with according to the ***Behaviour Management in the Playground*** flow chart which follows.

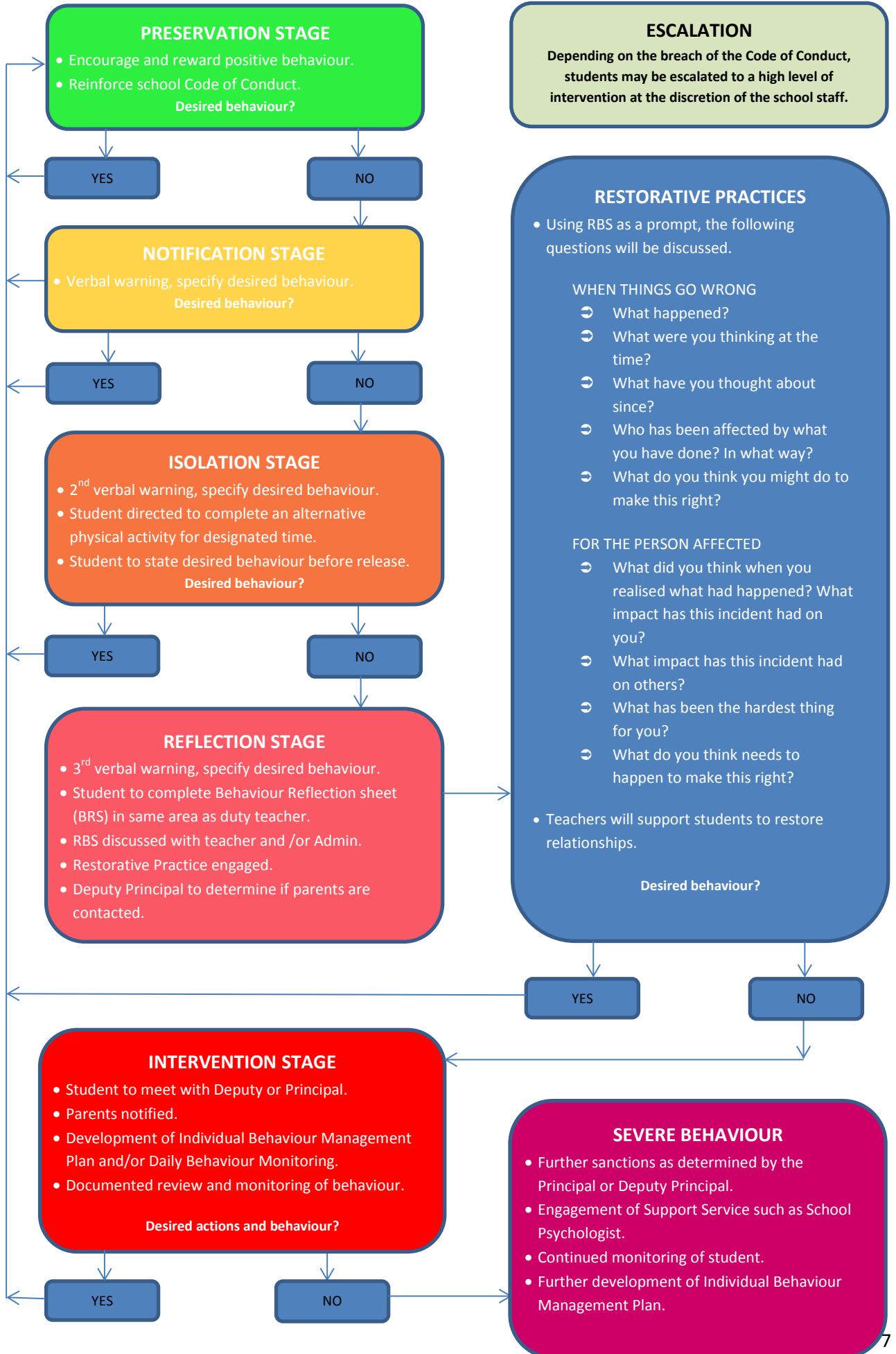
CLASSROOM EXPECTATIONS AND PROCEDURES

Each class/form teacher and their students will collaborate to determine guidelines for acceptable standards of behaviour in the classroom. These will reflect the *Dowerin Virtues* and *School Code of Conduct*, and be on display in the classroom.

Teaching staff will determine an appropriate visual display for the classroom to inform students of their behaviour status. Common tools are 'traffic lights' and 'rainbows'.

Teachers and other school staff will develop a positive classroom environment and focus on good behaviour (***Preservation Stage***). Behaviour breaches will be managed using low key responses as outlined in the *Classroom Management Skills (CMS)* Program –see Appendix 7 (***Notification and Isolation Stages***). Should students continue with inappropriate behaviours, teachers will move to the ***Reflection Stage*** and, if necessary, engage the administration team for support (***Intervention Stage***). This is articulated in the ***Behaviour Management In the Classroom*** flow chart which follows.

BEHAVIOUR MANAGEMENT IN THE PLAYGROUND



BEHAVIOUR MANAGEMENT IN THE CLASSROOM



PROMOTION AND ACKNOWLEDGEMENT OF POSITIVE BEHAVIOURS

Classroom

- All teachers will ensure students understand the Code of Conduct.
- All teachers will explicitly teach and promote Protective Behaviours.
- All teachers will develop a set of class expectations with their students which reflects the Code of Conduct and Dowerin Virtues. This will be communicated to parents and on display in classrooms.
- All teachers will develop a system which acknowledges positive behaviour in their classroom. This will be clearly explained to the students and communicated to parents. It will most likely vary from class to class.
- Teachers will encourage students to set class and personal goals related to behaviour
- Class teachers of students from Years K-6 will communicate this system to specialist and relief teachers.
- Teachers of students in Years 7-10 will collaborate to determine an appropriate reward system. This will be communicated to relief teachers.
- Teachers will ensure the Dowerin Virtues are on display in the classroom and that students have an explicit understanding of each Virtue.

Playground

- Duty teachers will award raffle tickets to students displaying behaviour above and beyond what is normally expected.
 - Students will write their name on the raffle ticket and place it in the Faction Box on the primary verandah.
 - Between one and three tickets will be drawn at Friday Afternoon Assemblies, with the student/s drawn being awarded a merit pen or pencil.
 - Each ticket awarded earns one faction point.
- Posters of the Dowerin Virtues will be on display outside classrooms.
- Class and form teachers will reinforce playground expectations and procedures.

Merit Certificates

- At each major assembly, (approximately two per term) students will be acknowledged with a Certificate of Acknowledgement for consistently displaying focus Dowerin Virtues.
- Teachers will award Merit Certificates to students who have consistently displayed a high level of achievement or endeavour. This may include aspects of behaviour.

Stirrest Cup

- Faction points are awarded towards the Stirrest Cup for a variety of academic and non-academic competitions, sporting activities (including carnivals), talent quests, positive behaviours, Virtue and Merit Certificates.
 - All students who participate in events earn points towards their faction.

BEHAVIOUR BREACHES

Breaches of the Code of Conduct will be dealt with according to the ***Behaviour Management Flow Charts***.

Serious Breaches of the school code of conduct that adversely affect, or threaten, the safety of another person in the school will be treated with the upmost importance and managed on a case-by-case basis. This includes bullying.

When a serious breach occurs, students will be sent to the Deputy Principal or Principal with a standard form outlining the student behaviour which has resulted in this action.

Behaviours considered a serious breach of the Dowerin DHS Code of Conduct

1. Physical assault or intimidation of staff and/or students
2. Verbal abuse or harassment of staff and/or students. This includes behaviours such as high level verbal abuse, stalking, sexual harassment, sexual innuendo and manipulation.
3. Wilful offence against property. This includes intent to deface or cause damage to property and theft.
4. Substance misuse which involves incidents involving substances that threaten the good order and proper management of the school. This includes legal substances (cigarettes, alcohol, medicines) and those deemed illegal under the Criminal Code.
5. Repetitive violation of code of conduct. Repetitive behaviours involving an individual displaying reluctance to improve overall behaviour.
6. Other behaviours not included in the above categories deemed, by the Principal or Deputy Principal, to be a serious breach of the school code of conduct.

BULLYING

Bullying is described as ***repeated*** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying behaviour can be:

- **Verbal** e.g., name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
- **Physical** e.g., hitting, punching, kicking, scratching, tripping, spitting.
- **Social** e.g., ignoring, excluding, ostracising, alienating, making inappropriate gestures.
- **Psychological** e.g., spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Cyberbullying is engaging in bullying through information and communication technologies.

Single instances of nastiness and mutual conflict **are not** bullying.

Dowerin District High School has a **zero tolerance** towards bullying.

All members of the school community share responsibility for, and contribute to, the prevention of bullying behaviour. This is achieved by:

- modelling and promoting appropriate behaviour and respectful relationships.
- supporting students to become responsible citizens and to develop responsible on-line behaviour.
- reporting **all instances** of bullying **immediately** to the classroom teacher, Deputy Principal or Principal.
- promoting and modelling the responsibilities of a bystander.
- working collaboratively with the school to resolve any instances of bullying if they do occur.

Bystanders are people who are aware of or witness, but are not involved in, an act of bullying. Bystanders who witness bullying are expected to:

- discourage the bully in an appropriate way.
- support the person being bullied.
- report the bullying to an adult at the school at the earliest opportunity.

Bystanders who choose not to take action against bullying behaviour will be in serious breach of the school Code of Conduct.

The **CODE OF CONDUCT** in Practice.

The following pointer describe how students put the Dowerin District High School Code of Conduct into practice at school.

We demonstrate respect, courtesy and consideration for others:

- We are punctual and prepared for class.
- We approach tasks and others in a positive way, including using positive body language.
- We use our manners at all times.
 - Address people using their names.
 - Use please and thank you.
 - Knock before entering a room.
 - Wait until people have finished speaking before interrupting.
 - Remove your hat when you are inside a building.
 - Walk around, not between, people who are talking to each other.
- We use formal language in the school environment.
- We follow instructions from school staff.
- We support the learning of others by encouraging them to achieve their best.
- We walk quietly and sensibly around the school when others are working.
- We play sensibly and safely.
- We show tolerance towards others.
- We don't fight, bully or tease.

We respect our own and others personal possessions and school property:

- We use school property for the purpose it was intended for.
- We only use equipment and material we have permission to use.
- We ask permission before touching or borrowing anyone else's possessions.
- We name our equipment and clothing.

We maintain a clean, healthy and orderly school environment:

- We keep our grounds and buildings neat and tidy.
- We put litter in the bin.
- We place chook scraps in the chook bucket.
- We sit in the correct areas whilst eating.
- We return equipment we have used to its appropriate place.

We follow school rules and routines:

BEFORE SCHOOL

- We arrive after 8.30am (unless we are attending Breakfast Club at 8.20am).
- We hand any electronic equipment in to the front office as soon as we arrive.
- We (primary students) store our bags outside classrooms and take all equipment required for the day inside.
- We (secondary students) store all materials in our lockers or school bags.
- We complete the pre-school routine expected in our classrooms.
- When we are prepared for the day we chat to our friends or play in the quadrangle.
- We line up outside the class in an orderly manner when the bell sounds.

DURING CLASS TIMES

- We follow the direction of the teachers and other school staff.
- We move around the school in a quiet and orderly manner.
- We let others learn to the best of their ability.

AT BREAK TIMES

- We eat recess and lunch at the tables in the quadrangle.
- We use good table manners.
- We only eat our own food.
- We place all litter in the bin and food scraps in the chook bucket.
- We ask permission from the duty teacher when we wish to leave the table.
- We only play in designated play areas.
- We report any concerns to the duty teacher.
- We seek permission from the duty teacher if we need to enter a classroom.
- We respect the safety and wellbeing of others when we play.
- When the 'two minute warning' is given, we go to the toilet and get a drink if we need to.
- When 'time' is called we go straight to class and line up in a quiet and orderly manner.

AFTER SCHOOL

- We (secondary students) lock our locker.
- We collect our bag and any other belongings.
- We collect any electronic equipment left in the front office
- If we are a bus student we report quickly to the allocated bench and wait to be checked off the bus role.
- If we are not bus students, we leave the school promptly and in an orderly manner.

RESTORATIVE PRACTICE

Restorative Practice

The Traditional Approach to School Discipline

The traditional approach to school discipline asks three questions in response to wrongdoing:

- What happened?
- Who's at blame?
- What do they deserve?

The traditional approach however leaves those who have been most affected by the wrongful behaviour without a voice, and without their needs being addressed as part of the 'solution'. It does not effectively challenge the wrongdoer to be accountable to those they have harmed.

The Restorative Approach to School Discipline

The Restorative approach starts with a different set of questions:

Restorative Questions 1: When things go wrong

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Questions 2: When someone has been hurt

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



In this approach to dealing with wrongdoings, the focus is on the harm that has been done and the obligations this brings on the part of those responsible to 'right the wrong' as much as possible. It's an approach that seeks to develop in the wrongdoer an understanding of the breadth and depth of the harm their behaviour has caused to others so that they can best try to make amends to those most affected. In this way, it's an educative approach.

It also ensures that those who have been most affected by the wrongdoing have the opportunity to be involved in working out what has to happen in order to move forward.

Put simply, Restorative Practice is a way of viewing relationship-building and behaviour management in schools that works to strengthen community among students and between students, teachers and parents, through educative processes.

In the Restorative Practice Philosophy, conflict or wrongdoing is seen as causing harm to people and relationships, and there is an obligation first to repair this harm in order for the people involved to move forward. It is a way of educating students towards self-regulated right behaviour that is respectful of all concerned. In particular, it puts the onus back on the wrongdoer to be truly accountable for their behaviour and to repair any harm caused to others.




It is important to note that, with the focus on relationship building, any punitive consequences issued as a result of a student's behaviour are confidential and rarely communicated to other parties involved in the conflict.

APPENDIX 3

STUDENT REFLECTION SHEET – When Things Go Wrong

When students reach the Reflection Stage of the Behaviour Management Process they will be required to complete an age appropriate reflection sheet prior to discussing the behaviour with the teacher, Deputy Principal or Principal.

The questions in the Behaviour Reflection Sheets are the Restorative Practice Questions.

 <p>BEHAVIOUR REFLECTION SHEET When Things Go Wrong</p>	STUDENT:	
	TEACHER:	
What the teacher witnessed. (teacher to complete if not accompanied by an escalation slip)		
What happened?		
What were you thinking at the time?		
What have you thought about since?		
Who has been affected by what you have done? In what way?		

ACTION PLAN	
Discussed with:	
After thinking about my what has happened, I agree to:	
Signed _____	
Teacher _____	Student _____



BEHAVIOUR REFLECTION SHEET

When Things Go Wrong or Someone is Hurt

STUDENT:	
TEACHER:	

EARLY CHILDHOOD REFLECTION SHEET

What the teacher witnessed. (teacher to complete if not accompanied by an escalation slip).

What happened? (Picture or words)

Early Childhood students will be supported to complete the sheet by a staff member.

How were you feeling at the time?



How did they feel?

Who was



What do you need to do to make it right?

What would I like others to do to help repair the relationship?

ACTION PLAN

Discussed with:

After thinking about my actions, I agree to:

BEHAVIOUR REFLECTION SHEET FOR THE PERSON WHO HAS BEEN AFFECTED



BEHAVIOUR REFLECTION SHEET For the Person Who Has Been Affected

STUDENT:	
TEACHER:	

What the teacher witnessed.

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make this right?

ACTION PLAN

Discussed with:

After thinking about my what has happened, I agree:

It is very helpful for the student who has been affected by the actions of another to reflect on how they are feeling.


BEHAVIOUR ESCALATION SLIP

This escalation slip is completed by teachers, and accompanies students when they are sent to the office. It serves the purpose of confirming correct procedures have been adhered to and clearly informs the administration of the behaviours leading up to this decision.

<u>BEHAVIOUR ESCALATION SLIP</u>		
STUDENT NAME/S _____		
STAFF MEMBER _____	TIME OF BREACH _____	
	LOCATION OF BREACH _____	
<u>INSTRUCTIONS GIVEN TO STUDENT</u>		
✓		Further instructions
	Report to the Principal	
	Report to the Deputy Principal	
	Report to the benches outside the staffroom	
	Report to the office	
<u>CODE OF CONDUCT BREACH</u>		
✓	CODE OF CONDUCT	BRIEF DETAILS OF STUDENT BEHAVIOUR WHICH LEAD TO ESCALATION
	We demonstrate respect, courtesy and consideration for others.	
	We respect personal possessions and school property.	
	We maintain a clean, healthy and orderly school environment.	
	We follow school rules and routines.	
<u>MEASURES TAKEN BY STAFF MEMBER PRIOR TO ESCALATION</u>		
✓	TEACHER INTERVENTION	BRIEF DETAILS (Include relevant information about student behaviour/compliance)
	Notification • Verbal Warning • Visual Cue	
	Isolation • 2 nd Verbal Warning • Student isolated in class (Classroom) • Direction to complete alternative physical activity. (Playground)	
	Reflection • 3 rd Verbal Warning • Buddy class / office / appropriate place in Duty Area to complete Behaviour Reflection Sheet.	
	IMMEDIATE ESCALATION	
<p>When an Escalation Slip is sent, teachers are expected to complete a record in Student Anecdotal Records as soon as possible and before leaving school for the day.</p>		

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

When student behaviour is severe, including repetitive violations of the Code of Conduct, an Individual Behaviour Management Plan may be put in place. This is developed collaboratively with the student, parent and relevant staff member/s.



Individual Behaviour Management Plan for

Prepared By:

On:

Behaviours (list and rank)

Problem Behaviour/s	Target Behaviour/s

Define Initial Target Behaviour

Strategies

Positive Consequences

Negative Consequences

Severe Consequences Due to Inappropriate Behaviour

Rebuilding Relationships

Review Date _____

Review Actions


Signed _____

Name _____

Student
Parent
Teacher

DAILY MONITORING OF BEHAVIOUR

To support students to monitor and change their behaviours, a Daily Monitoring Sheet may be employed. This assists the student, parents and staff to reflect on student behaviour and identify possible triggers for poor behaviour choices. It also identifies positive behaviours which can be acknowledged and reinforced.



GOALS

- To use only appropriate gestures whilst at school. This includes treating teachers with respect by not being silly behind their back or while they are not looking.
- Tell the truth at all times

DAILY BEHAVIOUR MONITORING RECORD for

Form / Class Teacher:

Year

Date:

INSTRUCTIONS

<p>The student is responsible for</p> <ul style="list-style-type: none"> giving each teacher the monitoring sheet at the start of the lesson. Collecting the monitoring sheet at the end of each lesson after the teacher has completed the assessment Taking the assessment home, showing the parent/guardian and returning it to Miss Fowler the next day 	<p>The teacher is responsible for</p> <ul style="list-style-type: none"> Completing the assessment prior to the student leaving the lesson. 	<p>The parent / guardian is responsible for:</p> <ul style="list-style-type: none"> Reviewing the daily record Discussing the record with their child Making a comment and signing the record Supporting the student to follow his responsibilities.
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Rating	Excellent = 5	Good = 4	Satisfactory = 3	Poor = 2	Unsatisfactory = 1
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PERIOD	SUBJECT	TEACHER RATING	TEACHER COMMENT	SIGNATURE
1				
2				
3				
4				
5				
6				
		Total:		

<p>PARENT / GUARDIAN COMMENT and SIGNATURE</p>	
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CLASSROOM MANAGEMENT STRATEGIES (CMS)

Research has shown that the employment of the strategies summarised below, greatly reduce poor behaviour choices and re-direct students

