



Behaviour Management Plan

Code of Courtesies and Conduct

- **Respectful**

We are respectful, courteous and kind and considerate

- **Integrity**

We act with integrity and are honest and upstanding

- **Committed**

We are committed to achieving our best and going above and beyond our own expectations

- **Caring**

We are caring, empathetic and understanding and take care of ourselves and the environment



Overview

Vision

Our vision is to inspire in our children a joy of learning and instil the courage to succeed as global citizens.

Mission

Our mission is to nurture and empower each other to pursue and be our best.

Policy Statement

Department of Education schools provide every student with the educational support they need to learn and maintain positive behaviour.

Behaviour Aims

- To guide children towards making informed choices for their behaviour, encouraging continual improvement
- To establish a code of conduct and school rules developed in consultation with students, staff and the community
- To establish a positive environment for the whole community and foster the belief that a safe and respectful school is the concern and responsibility of everyone
- To set out a procedure for positive, consistent and fair management of student behaviour
- To provide a range of consequences when student behaviour does not align with the school rules and values.

Guiding Beliefs

- Every student has the right to learn and feel safe in a co-operative school environment
- Behaviour at Jolimont Primary School is the shared responsibility of all community members – students, teachers and parents
- Behavioural development will recognise student progress towards sustained, positive behaviours
- All children should be encouraged to go 'above and beyond' expected positive behaviours
- Development of positive behaviour should be student centred, encouraging each child to take responsibility for their own actions, supporting them to make better choices and focusing on improvement.

Rights

All members of the school community have rights.

Students have the right to:

- Respect, courtesy, honesty and fair treatment
- Learn in a purposeful, supportive and non-disruptive environment
- Work and play in a safe, secure, friendly and clean environment
- Access to the best possible education.

Staff have the right to:

- Respect, courtesy, honesty and fair treatment
- Work in a purposeful, supportive and non-disruptive environment
- Work in a safe, secure, friendly and clean environment
- Co-operation and support from parents and the school community

Parents have the right to:

- Respect, courtesy, honesty and fair treatment
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and wellbeing
- Be informed of their child's progress.

Behavioural Strategies and Whole School Processes

Level One	Action
<ul style="list-style-type: none"> • Behaviours which need addressing may have occurred through over-enthusiasm or misunderstanding rather than wilful behaviour, e.g. running around corners • Behaviour which prevents themselves and others from learning • Behaviours or actions that cause a degree of danger to students, themselves or to others, e.g. rough play. 	<ol style="list-style-type: none"> 1. Verbal warning 2. Name on board 3. Two crosses on board 4. Time out 5. Buddy class <p>Consequences determined according to the incident, its degree of seriousness or frequency.</p> <p>Specialist teachers will inform class teacher of incidences.</p>
Level Two	Action
<p>May include:</p> <ul style="list-style-type: none"> • Play fighting causing injury • Bullying • Swearing • Breach of school rules • Insolence • Stealing • Intentional misuse of technology in accordance to the 'Online Services Acceptable Use Agreement'. 	<ul style="list-style-type: none"> • Incident report - student may be required to reflect on behaviour • Refer to administration • Contact with parents - as needed • Loss of privilege.
Level Three	Action
<p>May include:</p> <ul style="list-style-type: none"> • Wilful damage to property • Moving out of school grounds • Intentionally harming self or others. 	<ul style="list-style-type: none"> • Refer to administration • Contact with parents - as needed.



Behaviour Management Flow Chart



Appendix 1

PLAYGROUND INCIDENT



Student Name: _____

Room: _____

Date	
Behaviour	
Action	
Teacher	

Please note:

Minor playground incidents will be recorded on white paper slips. These go into the behaviour box in the staffroom.

Severe playground incidents will be recorded on red paper slips. These go straight to the office along with the offending student and accompanying student.

CLASSROOM INCIDENT



Student Name: _____

Room: _____

Date	
Behaviour	
Action	
Teacher	

Please note:

Time out in alternative teacher's classroom will be recorded on yellow paper slips. These go into the behaviour box in the staffroom.

Severe classroom incidents will be recorded on red paper slips. This slip is sent straight to the office with another student. A member of the Administration team will collect the offending student.

Appendix 2



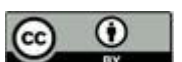
JOLIMONT PRIMARY SCHOOL Withdrawal Think Sheet (Senior)

Name:	
Class Teacher:	
Date:	
Time:	
What was I doing?	
What should I do?	
Teacher's comment	

Teacher / Principal Signature: _____

Parent / Caregiver Signature: _____

Date: _____



Appendix 3



JOLIMONT PRIMARY SCHOOL Withdrawal Think Sheet (Junior)

* Drawings can be used if writing is difficult

Name:	
Class Teacher:	
Date:	
Time:	

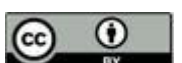
What was I doing?		
What should I do?		

Teacher's Comments	

Teacher / Principal Signature: _____

Parent / Caregiver Signature: _____

Date: _____



Appendix 4



JOLIMONT PRIMARY SCHOOL Letter of Concern

Date: _____

Dear Parent / Caregiver (s)

Student Name: _____ Classroom _____

Learning Area: _____

I would like to bring to your attention the following area/s of concern:

- | | | | |
|--------------------------------------|--------------------------|--|--------------------------|
| Assignment work not completed | <input type="checkbox"/> | Student is disruptive and/or disobedient | <input type="checkbox"/> |
| Homework not completed | <input type="checkbox"/> | Lack of school uniform | <input type="checkbox"/> |
| Classroom time is being poorly used | <input type="checkbox"/> | Does not bring necessary equipment | <input type="checkbox"/> |
| Work completed is of a poor standard | <input type="checkbox"/> | Punctuality | <input type="checkbox"/> |
| Lateness to class | <input type="checkbox"/> | | |

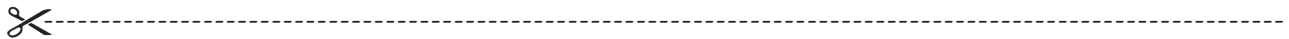
Comment: _____

We believe that it is important that you be made aware of these concerns and take appropriate action to encourage your child to improve his / her behaviour.

If you would like to discuss this matter further please contact me on 9205 5200.

Teacher: _____

Principal: _____



Please sign and return this slip to:

Student's name: _____

Parent / Caregiver signature: _____

Comment: _____

Appendix 5



JOLIMONT PRIMARY SCHOOL

Name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session					
Recess					
Morning Session					
Lunch					
Afternoon Session					

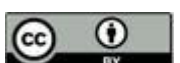
My goal for the week:

	TEACHER / ADMIN TO MODIFY TEMPLATE TO SUITE INDIVIDUAL NEEDS
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Students weekly reflection



Teacher / Principal Comment:



Appendix 6

Jolimont Primary School			
Individual Behaviour Plan (IBP)			
Student Name:	D.O.B:	Year:	Teacher:
			Term:
BEHAVIOUR/S REQUIRING MODIFICATION TRIGGERS			
PRIMARY OBJECTIVE			
SECONDARY OBJECTIVE			
BEHAVIOURS TO BE TARGETED	REPLACEMENT BEHAVIOURS	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
		STRATEGIES / PROCESSES AND ACCOMMODATIONS	WHO IS RESPONSIBLE

Teacher: _____ Parent: _____

Administration: _____ Review Date: _____

