



# **Behaviour Management Plan**

# Bayles Regional Primary School Community Vision & Values

## Our School Vision

*Bayles Regional  
Primary School empowers all  
students to embrace learning,  
achieve their personal best  
and build their emotional,  
social and physical well-being.*



## Acceptance

I understand that people have  
different ideas, beliefs and  
cultures

I accept and tolerate others no  
matter how similar or different  
we are



## Achievement

I always strive to achieve  
my personal best

I set goals for myself and  
work hard to achieve them



## Resilience

I bounce back and don't  
give up

I make the right choice  
when dealing with  
difficult situations



## Respect

I treat others the way I  
like to be treated

I care for myself, others  
and the environment



# School Expectations



AT BAYLES REGIONAL  
PRIMARY SCHOOL, I WILL

## Be A Learner

*In our school community by....*

- ✓ Challenging myself in every learning opportunity by using a growth mindset
- ✓ Setting myself smart goals and reflecting on my progress
- ✓ Always trying my best and taking pride in my learning



AT BAYLES REGIONAL  
PRIMARY SCHOOL, I WILL

## Be Respectful

*In our school community by....*

- ✓ Celebrating the differences of our community members
- ✓ Showing care towards peers, teachers and others
- ✓ Listening with my ears, my eyes and my heart (respectful listening)



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PRIMARY SCHOOL, I WILL

## Be Responsible

*In our school community by....*

- ✓ Being organised and ready to learn
- ✓ Taking ownership of my actions and belongings
- ✓ Having a shared responsibility for looking after our classrooms and the environment



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PRIMARY SCHOOL, I WILL

## Be Safe

*In our school community by....*

- ✓ Being a positive bystander and a great mate
- ✓ Making good choices
- ✓ Keeping my hands, feet and objects to myself
- ✓ Using digital technologies appropriately (including when online)

## Behaviour Management Processes:

<b>REMIND</b>	<p>The staff member will remind the student of the expectation and behaviour in a positive manner.</p> <p>'Remember the expectation of <i>be respectful</i>. We put our hand up and wait to be asked, thank you.'</p> <p>'The behaviour is to listen to others, you need to show your peers respect while they are presenting, thank you'</p> <p><b>Students name will go on the board as a visual reminder under 'REMIND'</b></p>
<b>RE-FOCUS</b>	<p>The staff member is to explicitly re-focus the student from the negative behaviour back towards what they should be doing and set a behavioural goal.</p> <p><b>Staff member relocates student to move to an alternative area within the classroom.</b></p> <p>'I can see that you are having some trouble concentrating with this task. It is now time to refocus on your task. Your behavioural goal is to not disrupt your peers and concentrate on completing your task.'</p> <p><b>Students name will go on the board as a visual reminder under 'RE-FOCUS'</b></p>
<b>RELOCATE</b>	<p><b>Teacher relocates the student to their BUDDY GRADE.</b></p> <p>'It looks like you need some time by yourself to complete the task.'</p> <p>'You have been reminded and re-focused already, can you please go to ----- Grade for (allocate a time).'<b> Inform the teacher of the Buddy Grade.</b></p> <p><b>Once the set time has expired, the teacher will explain the following to the student:</b></p> <p>'You have a choice now, you can re-focus on your learning and follow the school expectations. Any other behaviour which disrupts your own or a peers learning will result in REMOVAL.</p> <p><b>Students name will go on the board as a visual reminder under 'RELOCATE'.</b></p> <p><b>Behaviour Reflection Sheet to be completed with a Staff Member</b></p> <p><b>Parent/ Guardian will be phoned by staff member and child and a Sentral incident must be recorded.</b></p>
<b>REMOVE</b>	<p>If the student continues to break the school expectations in the buddy grade or back in their classroom, they will be removed to Leadership for the remainder of the day.</p> <p><b>Parent/ Guardian will be contacted again by Leadership and the child.</b></p> <p><b>Leadership will edit the incident on Sentral with the outcome.</b></p>
<b>RESTORE</b>	<p><b>Student and Leadership will talk about how tomorrow will look and what changes need to be made to reenter the classroom with a fresh start.</b></p> <p><b>Student will need to apologise to those they affected before re-entering.</b></p>

### Yard Duty Process

**Step 1** Remind student of the school expectation they have broken as a warning.

*Proceed to Step 2 if deemed appropriate*

**Step 2** Any of the following consequences may be enacted:

- Walk with the teacher to discuss
- Removal of privileges
- Time spent at the Thinking Chair
- Time out with Jacinta Gunton for reflection of behaviour
- Community services

Sentral incident must be recorded. Behaviour Reflection sheet is completed.

*Proceed to Step 3 if deemed appropriate*

**Step 3** Students to be sent to Leadership.

Yard duty teachers must log this on Sentral AND notify classroom teacher. Parent contacted by teacher in charge of incident.

*Proceed to Step 4 if deemed appropriate*

**Step 4** Leadership discretion on how to deal with the matter. All parties will be informed.

### Bus Travel Process

Bus travel is a privilege not a right. Students who are repeatedly a safety hazard will not travel on the system.

**Step 1** First minor incident results in a verbal warning and parent contacted

**Step 2** Second and subsequent minor incidents in a school year will result in suspension from bus travel.

***A serious incident (eg: endangering others, distracting the driver) will result in suspension from bus travel for 5 days.***

### **Severe Clause**

- Any student, who commits an aggressive act towards another student or adult with intent to harm, will incur suspension at the discretion of the Principal.
- Any student who fails to follow reasonable instructions and is verbally abusive towards a student/adult will incur detention/suspension at the discretion of the Principal.
- Severe acts of aggression or violence may result in teachers bypassing all other stages and moving directly to the REMOVE stage.
- Specialist classes follow the same process.

### **Suspension Procedure for Severe Unexpected Behaviours**

Suspensions will be used for extreme student behaviour including but not limited to:

- **Threatening or abusive language to students or staff**
- **Aggression with intent to harm toward other students or staff**
- **Extreme and consistent disrespectful behaviour towards others**

### Suspension Process

- 1 Principal to decide if offence requires Internal Suspension or External Suspension
- 2 Parents Contacted
- 3 Suspension Report completed

- Suspension/s not served on the day/s specified will carry over until served.
- Internal Suspension/s will take place under the supervision of the Leadership Team.

### **How we Classify Severe and Mild Behaviours**

<b>Mild</b> – examples include but not limited to;	<b>Severe</b> - examples include but not limited to;
Name calling Interrupting yard game (e.g. taking ball) Continually/consistently interrupting class Taking/grabbing objects off others without permission Inappropriate use of equipment Squirting water/throwing dirt/sand misuse Defacing own property Littering Out of bounds Playing in trees and with sticks Consistently, deliberately late to class from recess and lunch	Swearing Throwing objects at an unwilling party Refusal to come to class Leaving during class time Defiance towards teacher Arguing or answering back to a teacher Stealing Defacing property of others or school Aggressive behaviour towards others (students or adults) Play fighting & Tackling (Anything that involves hand and feet) Bullying

**ANY PHYSICAL CONTACT MADE TO ANOTHER CHILD MAY RESULT IN A MAXIMUM OF THREE DAYS OUT OF THE YARD AT LUNCHTIME OR SUSPENSION**

## Rights and Responsibilities

At Bayles Regional PS we believe all school community members have the following rights and responsibilities:

<b>Rights</b>	<b>Responsibilities</b>
<p><i>Students Have:</i></p> <ul style="list-style-type: none"> <li>• The right to be treated with fairness and respect</li> <li>• The right to express their feelings and opinions in an appropriate manner, whilst being listened to</li> <li>• The right to learn and play safely without interference</li> </ul>	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> <li>• To treat others with respect and resolve differences through discussion and compromise</li> <li>• Listen respectfully to others</li> <li>• Attend class ready to learn and not interfere with the learning and play of others</li> <li>• Take care of everybody's belongings</li> </ul>
<p><i>Parents Have:</i></p> <ul style="list-style-type: none"> <li>• The right to be kept informed about their child's education and behaviour</li> <li>• The right to express concerns, be listened to and taken seriously</li> </ul>	<p><i>Parents Need:</i></p> <ul style="list-style-type: none"> <li>• <i>To support teachers in maintaining a respectful, safe, secure, productive teaching and learning environment</i></li> <li>• <i>To support their children to understand their responsibilities and the consequence of their actions</i></li> <li>• <i>Express concerns in an appropriate manner being open to varying points of view with a goal of resolving issues</i></li> </ul>
<p><i>Teachers Have:</i></p> <ul style="list-style-type: none"> <li>• The right to teach in an atmosphere of order and cooperation</li> <li>• The right to feel safe and secure</li> </ul>	<p><i>Teachers Need:</i></p> <ul style="list-style-type: none"> <li>• To provide a stimulating and engaging environment for all students</li> <li>• To set a good example for the wider school community</li> <li>• To provide a safe a secure learning environment</li> </ul>



# BEHAVIOUR REFLECTION

## @ BAYLES

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*You have made a choice to do something that means you need to stop and think about the following things:*

1. What was my behaviour?

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2. What were the reasons for me behaving like this?

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3. How did my behaviour affect others?

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4. What's my plan to improve my behaviour?

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5. Is there anything else I need to do?

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Child Sign \_\_\_\_\_

Teacher Sign \_\_\_\_\_