SCHOOL COMMUNITY BEHAVIOUR PLAN

A WHOLE SCHOOL ACCOUNTABILITY FRAMEWORK FOR BEHAVIOUR MANAGEMENT PRACTICE
SCHOOL COMMUNITY BEHAVIOUR CODE

At St Joseph’s Primary School, we value the following baseline behaviours for all members of the school community.

A) SAFETY
School community members will act in a responsible manner that presents no danger to the physical or emotional security of themselves or others.

Safety is exhibited in such conduct as:
   a) Following supervisor instructions  b) Using equipment correctly
   c) Observing rules and procedures  d) Controlling temper

B) EFFORT
School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfill their role in promoting this process to the best of their ability.

Effort is exhibited in such conduct as:
   a) Attempting to complete set tasks  b) Punctuality
   c) Preparedness  d) Involvement

C) RESPECT
School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Respect is exhibited in such conduct as:
   a) Speaking politely to others  b) Using equipment carefully
   c) Following supervisor instructions  d) Active listening

D) SELF-RESPONSIBILITY
School community members will endeavour at all times to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions.

Self-Responsibility is exhibited in such conduct as:
   a) Working independently  b) Accepting corrective advice
   c) Completing job roles  d) Admitting mistakes and successes

St Joseph’s Primary School prohibits the use of Corporal Punishment. No teacher, parent or other member of the community will administer behaviour management techniques which involve any form of corporal punishment.
### Behaviour Objectives:

*Students will be able to identify their behaviour level*

*Students will accept responsibility for their current behaviour and undertake, via collaborative goal-setting and review, to bring about positive behaviour change*

*All students will strive to reach a COMPETENT level*

<table>
<thead>
<tr>
<th>Behaviour Code</th>
<th>Beginner</th>
<th>Developing</th>
<th>Competent</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td>RARELY (Uses equipment safely/appropriately)</td>
<td>SOMETIMES (Uses equipment safely/appropriately)</td>
<td>USUALLY (Uses equipment safely/appropriately)</td>
<td>ALWAYS (and encourages others to)</td>
</tr>
<tr>
<td></td>
<td>Moves safely through classroom/school</td>
<td>Moves safely through classroom/school</td>
<td>Moves safely through classroom/school</td>
<td>Uses equipment safely/appropriately</td>
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<tr>
<td></td>
<td>Keeps hands/feet/teeth etc to self.</td>
<td>Keeps hands/feet/teeth etc to self.</td>
<td>Keeps hands/feet/teeth etc to self.</td>
<td>Uses equipment safely/appropriately</td>
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<tr>
<td></td>
<td>Follows directions of teachers/staff</td>
<td>Follows directions of teachers/staff</td>
<td>Follows directions of teachers/staff</td>
<td>Follows directions of teachers/staff</td>
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<tr>
<td></td>
<td>Wears school uniform</td>
<td>Wears school uniform</td>
<td>Wears school uniform</td>
<td>Wears school uniform</td>
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<tr>
<td></td>
<td>Remains in class/school setting</td>
<td>Remains in class/school setting</td>
<td>Remains in class/school setting</td>
<td>Remains in class/school setting</td>
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<tr>
<td><strong>Effort</strong></td>
<td>RARELY (Stays on task)</td>
<td>SOMETIMES (Stays on task)</td>
<td>USUALLY (Stays on task)</td>
<td>ALWAYS (and encourages others to)</td>
</tr>
<tr>
<td></td>
<td>Attempts all set tasks and completes activities (incl. assignments/homework)</td>
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<td>Attempts all set tasks and completes activities (incl. assignments/homework)</td>
<td>Stays on task/Paticipates actively</td>
</tr>
<tr>
<td></td>
<td>Participates actively in class.</td>
<td>Participates actively in class.</td>
<td>Participates actively in class.</td>
<td>Participates actively in class.</td>
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<td>Works to best of ability.</td>
<td>Works to best of ability.</td>
<td>Works to best of ability.</td>
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<td></td>
<td>Seeks help when needed</td>
<td>Seeks help when needed</td>
<td>Seeks help when needed</td>
<td>Seeks help when needed</td>
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<tr>
<td></td>
<td>Attempts to meet deadlines</td>
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<tr>
<td></td>
<td>Is prepared and shows interest</td>
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<td><strong>Respect</strong></td>
<td>RARELY (Treats own property with care, Accepts others’ feelings/opinions/rights, Speaks politely and appropriately, Listens to and follows the directions of all school staff/support personnel, Shows respect for school property, Follows class and school expectations, Cares for self and school work)</td>
<td>SOMETIMES (Treats own property with care, Accepts others’ feelings/opinions/rights, Speaks politely and appropriately, Listens to and follows the directions of all school staff/support personnel, Shows respect for school property, Follows class and school expectations, Cares for self and school work)</td>
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<td>Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.</td>
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<td><strong>Self Responsibility</strong></td>
<td>RARELY (Seeks or accepts help when needed, Requires no prompting to behave. Accepts responsibility for own behaviour, Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.)</td>
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<td>Shows initiative in work/social situations</td>
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LEVELS OF STUDENT MANAGEMENT

LEVEL 1  SELF-MANAGED (STUDENT ALONE)

TEACHER RESPONSE - SEE ACKNOWLEDGEMENT PLAN

LEVEL 2  SELF-MANAGED + TEACHER SUPPORT

TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN

LEVEL 3  SELF-MANAGED + TEACHER SUPPORT + PARENT

TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN

LEVEL 4  SELF-MANAGED + TEACHER SUPPORT + PARENT + PRINCIPAL.

TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN
- SEE CRISIS PLAN

LEVEL 5  SELF-MANAGED + TEACHER SUPPORT + PARENT + PRINCIPAL + CEO SUPPORT

TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN
- SEE CRISIS PLAN
- POSSIBLE INDIVIDUAL BM PLAN

**NOTE** At Level 5, formal referral to other agencies and support personnel may also take place. Informal approaches to such personnel, including the Guidance Officer/ School Counsellor, may be instigated by the class teacher as early as Level 2.
**The individual circumstances of each case will be taken into account when deciding upon and applying consequences**

**ACKNOWLEDGEMENT PLAN**
- Praise/Encouragement (Verbal/Non-verbal/Written)
- Class Responsibilities (Messenger, Teacher's Helper, Library Monitor, Tuckshop)
- Inter-Class Responsibilities (Peer Tutoring, Peer Mediation)
- Token/Point/Star Systems (Individual/Group Goal-Setting)
- Public Display of Work (Classroom, Foyer, Newsletter, Newspapers)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Freetime, Certificates, Student-Choice Activities, Computer Time)
- Whole School Rewards (Parties, Fun Days, Game time, Sport, Videos)
- Special Morning Teas
- Phone calls to Parents
- Sharing Work With Others (Principal, Other Classes, Parents)
- Teacher Evaluations (Marks/comments on work)
- Celebrations (Birthdays, "Outside" achievements)
- Principal's Awards

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**PLAN**

**Praise/Encouragement** (Verbal/Non-verbal/Written)

**Class Responsibilities** (Messenger, Teacher's Helper, Library Monitor, Tuckshop)

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**Token/Point/Star Systems** (Individual/Group Goal-Setting)

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**Whole School Rewards** (Parties, Fun Days, Game time, Sport, Videos)

**Special Morning Teas**

**Phone calls to Parents**

**Sharing Work With Others** (Principal, Other Classes, Parents)

**Teacher Evaluations** (Marks/comments on work)

**Celebrations** (Birthdays, "Outside" achievements)

**Principal's Awards**

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**CORRECTION PLAN**

3 Warnings
Rule Reminders
Prompting (Verbal/Non-verbal)
Logical consequences
Teacher/Student, Teacher Parent Conferences
Peer Mediation
Loss of Privileges
Playground withdrawal (for playground offences)
In-class withdrawal
Reflection Teacher/Class
Cueing/Descriptive Encouragement of good behaviour
Restitution (apology/repair damage/complete work)
Reflection Time
Offer Choice and Take-up Time
Personal Signals/Consequences (Individual Plans)
Non-Emotive Behaviour Questions (What are you doing? What should you be doing? Are you going to do it?)
Modifying Environment/Work Demands/Social Interactions

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**CRISIS PLAN**

Contact/Phone Office (eg Send Messenger)

Ensure student/class safety (Remove class if necessary)

Admin. Withdrawal of student (class/playground)

Voluntary Parent Contact by Admin. (Talk to student on phone) (Supervise student) (Withdraw student for day) (Leave up to school)

Suspension

Individual B.M. Plans (Modified Timetable) (Restricted Entry) (In-school Withdrawal)

Exclusion

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**STUDENT BEHAVIOUR MANAGEMENT PLAN**

- **APPROPRIATE BEHAVIOUR?**
  - Yes
  - No

- **SAFE? MANAGEABLE?**
  - Yes
  - No

**ADDITIONAL SUPPORT PERSONNEL**

TEACHERS AIDE/BUDDY TEACHER/PRINCIPAL /CEO PERSONEL/OUTSIDE AGENCIES

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**ST JOSEPH’S CORAKI**

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**RECONCILIATION PLAN**

Complete Reflection Form
- Apology to Specific Student/Adult
- Replace Broken/Stolen Item
- Complete Missed Work