



# Gladstone Primary School

## BEHAVIOUR MANAGEMENT PROCEDURE

### **We strive to be a safe, secure, caring, harassment free environment where:**

- Children, staff and parents aim to fulfil our roles and responsibilities as members of a collaborative learning community
- Balanced comprehensive learning programmes develop independent children who pursue their full potential
- We demonstrate pride and respect in both our work and attractive physical environment
- We acknowledge the importance of, and develop learning dispositions, including problem solving, positive interactions and self-management to promote our values – RESPECT, CARING, FOLLOWING RULES, HONESTY, FORGIVENESS.

### **EXPECTATIONS**

Our school believes in the partnership between home and school sharing the responsibility for promoting acceptable behaviour.

1. WE KEEP OURSELVES AND OTHERS SAFE
2. WE CARE ABOUT OUR SCHOOL
3. WE KEEP OUR SCHOOL FREE OF HARASSMENT, BULLYING AND VIOLENCE
4. WE DO AS STAFF MEMBERS ASK
5. WE VALUE AND SUPPORT CHILDREN'S RIGHTS TO LEARN
6. WE VALUE AND SUPPORT TEACHERS' RIGHTS TO TEACH

### **In order to develop socially responsible behaviour within our school community**

Children will – take responsibility for their actions, respect themselves, others and property.

Staff will – follow the procedures consistently, build positive relationships with children and their families and keep families informed of issues which arise at school.

Families will – support these procedures, contact the school for clarification and be kept informed of issues which arise at school.

## CLASSROOM PROCEDURES

Step	Action	Consequence	Follow Up
<b>Warning</b>			
<b>Class Reflection</b> Either in the classroom or a table outside the room		JP – 5 minutes UP – 15 minutes  Student to complete Class Reflection Sheet	<u>Referring teacher:</u> On completion of reflection time, discuss negative behaviour and the positive choices they need to make to return to their learning  Record behaviour
<b>Buddy Class</b> Either in the classroom or a table outside the room  10 Buddy Classes = 1 day Internal Suspension	Buddy Class Form to be filled out by referring teacher and taken by student to Buddy Class	15 minutes  R/1 – 1/2/3 1/2/3 – R/1 or 4/5 4/5 – 1/2/3 6/7 – R/1  Student to complete Buddy Reflection Sheet	<u>Referring teacher:</u> On completion of Buddy Class, discuss negative behaviour and the positive choices they need to make to return to their learning  Buddy Class sticker to be placed in diary to be signed by parents  Text parents to let them know their child was in buddy class and that the sticker needs to be signed  Record behaviour
<b>Office Exit</b>	Office Exit Form to be filled out by referring teacher and taken by student to Office	JP – 30 minutes UP – 60 minutes  Student to complete learning task from provided folder	<u>Referring Teacher:</u> On completion of Office Exit, discuss negative behaviour and the positive choices they need to make to return to their learning  Office Exit sticker to be placed in diary to be signed by parents  Phone call to parents by the end of the day. If no answer leave a message AND send text  Record behaviour
<b>Take Home</b>	Office Exit Form to be filled out by referring teacher and taken by student to Office		<u>Leadership:</u> Phone call to parents  <u>Referring Teacher:</u> Record behaviour
<b>Suspension</b> Suspension = Individualised Behaviour Plan			<u>Leadership:</u> Phone call to parents Organise Re-entry Meeting Record behaviour Re-entry meeting attended by Leadership and Class Teacher

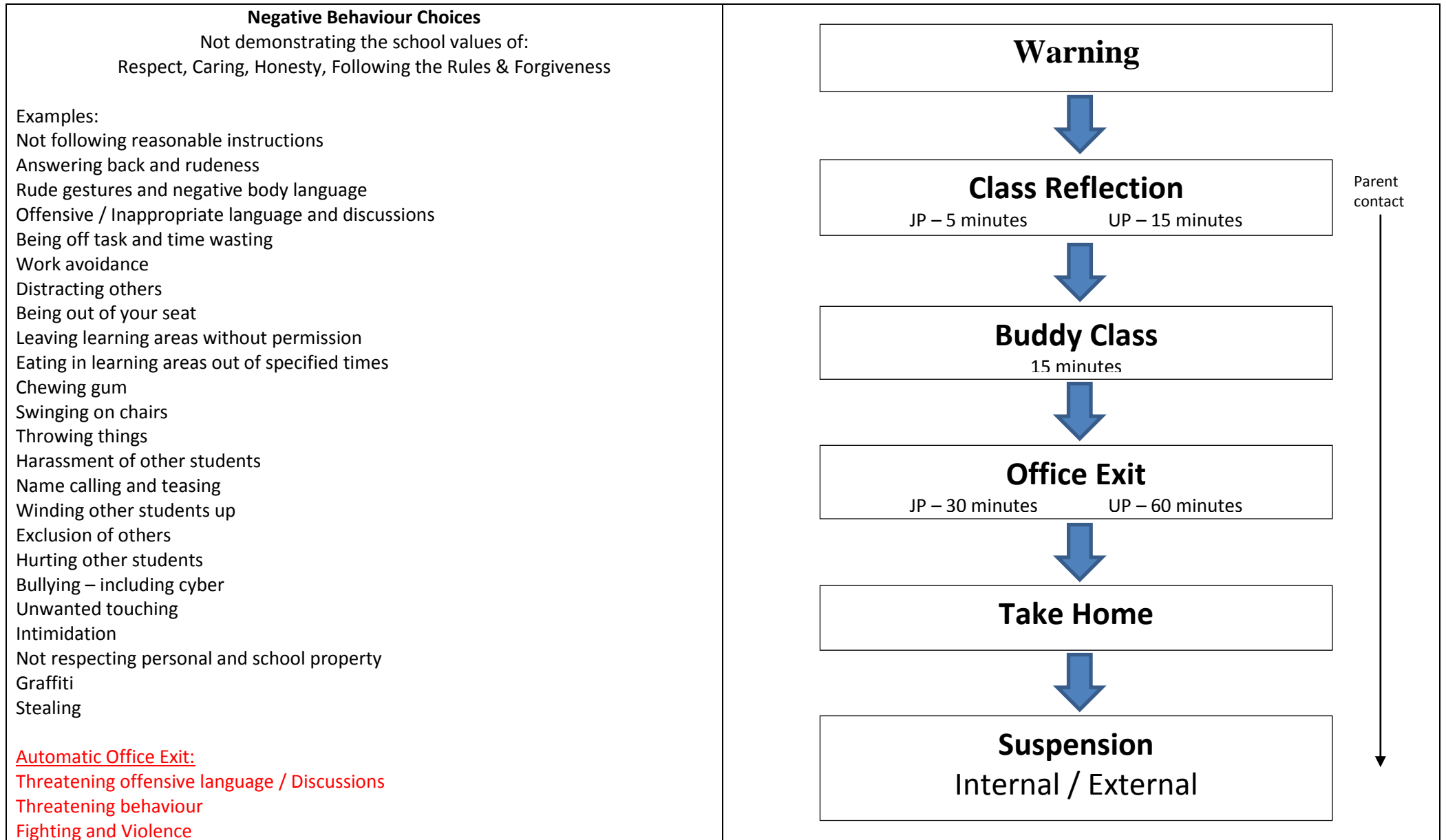
## YARD PROCEDURES

Step	Action	Consequence	Follow Up
<b>Warning</b>			
<b>Teacher Time in Walk and Talk</b>		5 minutes	<u>Referring teacher:</u> Discuss negative behavior and the positive choices they need to make to return to their play  Record behaviour
<b>Time Out</b> Time out seat in view of yard duty teacher		10 minutes	<u>Referring teacher:</u> Discuss negative behaviour and the positive choices they need to make to return to their learning  Text parents to let them know their child had a Yard Time Out and that the sticker needs to be signed  Record behavior  <u>Class Teacher:</u> Yard sticker to be placed in diary to be signed by parents
<b>Office Exit</b>	Office Exit Form to be filled out by referring teacher and taken by student to Office	Remainder of break time  Student to participate in lunchtime community service the following day  Extreme behaviours may result in a Take Home or Suspension	<u>Referring Teacher:</u> Follow up with class teacher  Record behaviour  <u>Class Teacher:</u> Office Exit sticker to be placed in diary to be signed by parents  Phone call to parents by the end of the day. If no answer leave a message AND send text

**Ratified: August 2019**  
**Review: August 2021**

# APPENDIX 1

## CLASSROOM



# YARD

## Negative Behaviour Choices

Not demonstrating the school values of:  
Respect, Caring, Honesty, Following the Rules & Forgiveness

### Examples:

- Not following reasonable instructions
- Answering back and rudeness
- Rude gestures and negative body language
- Offensive language and discussions
- Being a bystander to bullying and teasing
- Bullying
- Rough play / Tackling / Play fighting
- Harassment of other students
- Name calling and teasing
- Winding other students up
- Exclusion of others
- Unwanted touching
- Intimidation
- Not respecting personal and school property
- Graffiti
- Stealing
- Not sharing equipment
- No hat
- No shoes
- Littering
- Playing in toilets
- Out of bounds
- Leaving school grounds

### Automatic Office Exit:

- Threatening offensive language / Discussions
- Threatening behaviour
- Fighting and Violence

**Warning**



**Teacher Time In**  
5 minutes



**Time Out Seat**  
10 minutes



**Office Exit**  
Remainder of break & Community Service next Lunch Time



**Take Home**



**Suspension**  
Internal / External

Parent contact

