



Gosnells
PRIMARY SCHOOL



Behaviour Management Plan 2016

Our Journey, Our Future

Dear Parents and Caregivers,

In order for any community to work together well, we need to know both our rights and responsibilities. We need to know what will happen when we follow the rules and at the same time, we also need to know what will happen if we choose to break them.

The same applies to our school.

The staff at Gosnells Primary has worked together to streamline our Whole School Behaviour Management Plan in 2016. This booklet outlines our whole school expectations, the rewards that lie ahead for those who choose to follow the rules, and the consequences for those who don't.

It also outlines the Behaviour Management Plans for each teacher and classroom based on 4 simple agreements of Respect, Valuing Learning, Cultural Awareness and a Positive Attitude.

The playground is managed by one set of rules for all ages.

As a school, we focus on those children who do the right thing. The children can earn many awards, both at the class and school level and this is reflected in their "Good Standing" status, which is explained later in the booklet. This status allows them to participate in the extra activities such as excursions and in representing their school.

As with any "whole school" scheme, your support is vital. You can help your child by:

- 1) Reading this booklet together with your child.
- 2) Supporting our plans; and
- 3) Following this communication process if you have a concern:
 - Make an appointment to see the Class Teacher
 - Discuss issue with Class Teacher at appointed time
 - If issue remains unresolved make appointment to see member of Administrative staff
 - Discuss issue with member of Administrative Staff at appointed time

[See Flow Chart, "Chain of Communication re Classroom Issues"]

I look forward to working together with you in ensuring that every child has both the right, and takes the responsibility to learn and play in a safe and inclusive environment.

Yours sincerely,

Mr Craig Anderson
PRINCIPAL

2 February 2016





Whole School Expectations

- All teachers have the right to teach.
- All children have the right to learn.
- Everyone has the right to be safe.
- We respect each other.
- We take pride in ourselves and each other.
- We treat our property, as well as that of the school and others, respectfully.

Playground Rules

- Students will play in their designated area.
- Students will eat in the muster area.
- Students wear sun safe hats during Summer, Autumn, Winter and Spring.
- Students without hats will play in a covered area – This includes the Undercover Area, Muster Area and any Playground under a permanent Shade Structure.
- Students will place rubbish in bins.
- Students will walk bicycles and scooters on the school grounds.
- Students will walk in covered areas, near buildings and on pathways.
- Students will keep out of car parks unless under teacher supervision.
- Students will leave mobile phones and other electronic equipment with their teacher.





School Wide Positive Incentives

- Individual Pride Points.
- Bronze, silver, gold, platinum awards & Pride Medallions for Pride Points.
- Top 100 Reward each term.
- Pride Point Raffle – Twice a Term
- Class incentive plan.
- Verbal praise.
- Non-verbal praise.
- Phone calls to parents.
- Visit to office.
- Super Star Awards – Named in Newsletter
- Class Treasure Box Prizes. (Not available from office)
- Letters of commendation.
- Invitation to excursions and special events.
- Invitation to represent school at interschool events.
- Honour Certificates at assembly.
- Name and photograph in newsletter.
- End of Year Awards.
- Graduation Awards.





School Wide Negative Consequences

CLASSROOM (MAY VARY ACCORDING TO AGE GROUP)

- 1st Consequence – Warning/Name Recorded
- 2nd Consequence – In Class Time Out
- 3rd Consequence – Partner Room Referral.
- 4th Consequence – Detention *
- In- school suspension *
- Suspension * (Parent and Student Interview upon re-admission).
- Exclusion *

Detention or suspension can also be fast tracked if necessary.

SPECIALIST CLASSROOMS

- 1st Consequence – Warning/Name Recorded
- 2nd Consequence – In Class Time Out
- 3rd Consequence – Detention *

Detention or suspension can also be fast tracked if necessary.

PLAYGROUND

- Warning
 - Discussion:
 - What did you do?
 - Why did you do that?
 - List four things you could have done instead.
 - What will you do next time?
 - 5 – 10 minutes thinking time.
- 10 minutes Lunchtime withdrawal in Room 10. (Pink Slip).
- Detention
- Parent interview as required.
- In-school suspension. *
- Suspension. * (Parent and Student Interview upon re-admission).
- Exclusion. *

Detention or suspension can also be fast tracked if necessary.

* Parent notified.





Good Standing System

As part of rewarding those children who consistently follow the rules, the Good Standing System has been designed. Good Standing entitles a child to be invited to excursions, incursions and special events. Points are re-calculated every time a new infringement is entered on the Behaviour Management System and are effective immediately.

DEMERIT POINT SYSTEM

- Pink Slip – 2 points.
- Partner Room Referral – 3 points
- Withdrawn to Administration – 5 points
- Detention – 6 points.
- In- school suspension – 8 points.
- Suspension – 10 points.

POINT RECOVERY SYSTEM

Five points will be regained every week where students do not receive any demerit points.

INTERSCHOOL REPRESENTATION

To be considered eligible for representative excursions (i.e. Interschool Sport, Choir) children cannot have more than 10 points against their name at the time of any given excursion.





BULLYING PREVENTION POLICY

1. RATIONALE

At Gosnells Primary School we have a vision statement which challenges us to establish and maintain a creative and innovative learning community based on DoE Core Values of Learning, Equity, Excellence and Care. Each person is recognised as a unique individual bringing special qualities and gifts to share and so we all have a right to be respected and a responsibility to respect each other

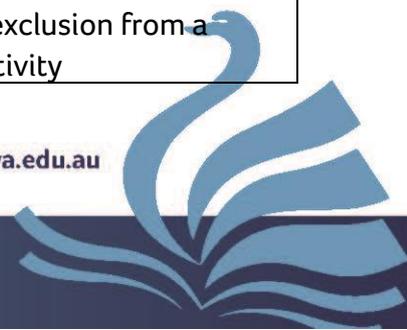
Therefore, we do not accept bullying or harassment in any form. All members of our school community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted both in the school environment and in cyber – space.

2. DEFINITIONS

Bullying is a form of abuse, it is *repetitive*, often hidden and involves a misuse of power against an individual or group. Bullying can be direct and observable or indirect and difficult to identify. Any student can engage in bullying or be bullied, as the reasons vary for each situation.

Types of Bullying include:

	DIRECT	INDIRECT
PHYSICAL	<ul style="list-style-type: none"> Hitting, Slapping, Punching Kicking Pushing, Strangling Spitting, Biting Pinching, Scratching Throwing things eg: Stones 	<ul style="list-style-type: none"> Getting another person to harm someone
NON-PHYSICAL	<ul style="list-style-type: none"> Mean & Hurtful Name Calling Hurtful Teasing Demanding Money, Food or Possessions Forcing another to do homework or commit offences such as stealing 	<ul style="list-style-type: none"> Spreading nasty rumours Trying to get other students to not like someone Bystanding – Watching and doing nothing
NON-VERBAL	<ul style="list-style-type: none"> Threatening and/or obscene gestures 	<ul style="list-style-type: none"> Deliberate exclusion from a group or activity Removing, hiding and/or damaging others' belongings
CYBER (Through SMS, Social Networking)	<ul style="list-style-type: none"> Mean & Hurtful Name Calling Demanding Money, Possessions or Favour Threatening and/or obscene gestures 	<ul style="list-style-type: none"> Spreading nasty rumours Trying to get other students to not like someone Deliberate exclusion from a group or activity





Harassment is any unwanted, unwelcome, or uninvited behaviour which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying.

Discrimination can occur in ways that are either direct or indirect:

- Direct discrimination means treating a person, relative or an associate of the person less favourably than another, because he or she is of a different race (includes descent, colour, ethnic or national origin or nationality), religion or has a disability.
- Indirect discrimination can also occur when a rule or practice exists that appears neutral but in fact has a detrimental effect on persons of a particular race, religion or has a disability.

Teasing or fighting between peers and other forms of conflict or violence are not necessarily bullying. It is important young people, as much as possible, learn to solve friendship ups and downs between each other and have the skills to do so.

Violence is never acceptable and Gosnells Primary School has clear consequences in place for violence.

3. OBJECTIVES

The objectives of our whole school countering bullying policy are;

- ✓ To raise awareness among staff, students and parents about bullying;
- ✓ To actively counter bullying at the school;
- ✓ To provide strategies to resolve conflict and respect differences;
- ✓ To educate all students as to the power of the bystanders in countering bullying.
- ✓ To create a school environment where all students, staff and parents feel safe and welcome;
- ✓ To create a climate where it is okay to talk about bullying and ask for help;
- ✓ To promote positive mental health

4. RIGHTS & RESPONSIBILITIES

Rights

- ✓ Every person has the right to feel safe. Any person who bullies another is denying them that right. This means we have to think about others (not just ourselves) in the classroom and in the playground. The right to feel safe means we have a responsibility to consider how we speak and act towards others. Bullying takes away a person's sense of security. The right to safety means that any bullying of any kind is unacceptable.
- ✓ Every person has the right to be treated with respect and fairness. This means we show respect to other people, their property, in the class and in the playground. The right to receive respect and fair treatment requires from us the responsibility to show manners and courtesy towards each other.
- ✓ Every person has the right to learn. This means we do not adversely affect the learning of another student.

At school it is everyone's responsibility to take the necessary steps to stop bullying behaviour. The school will not tolerate any action that undermines a person's right to feel safe, respected and to learn.





Responsibility

- ✓ Leadership Team will:
 - Support, promote, enact, maintain and review the Countering Bullying Policy and Procedures
 - Record identified bullying incident on SIS
- ✓ All Staff will:
 - Be familiar with the school's Countering Bullying Policy and Procedures
- ✓ Teachers will:
 - Model caring and tolerant behaviour
 - Listen to reports of bullying
 - Act upon these
 - Inform the Principal
 - Protect the person being bullied from further harm
 - Act to stop the behaviour recurring
- ✓ Students who are bullied need to:
 - Communicate about it with a teacher, a staff member, or student of trust; or
 - Write details about the event and place it in a class meeting box
- ✓ Student witnesses to bullying should:
 - Seek teacher assistance; and
 - Document the incident if requested
- ✓ Parents should:
 - Listen sympathetically to reports of bullying
 - Speak to relevant school staff (Not alleged student/s concerned)
 - Work with the school in seeking a permanent solution
- ✓ Parent witnesses should:
 - Seek teacher assistance
 - Document the incident if requested by school staff

5. MANAGEMENT OF BULLYING INCIDENTS

All parties are expected to treat each other with respect and dignity, and ensure the confidentiality of any issues that may arise.

Teacher Responsibilities

- ✓ Familiarize themselves with the school's Countering Bullying Policy
- ✓ In the first week of each school term, the non-acceptance of bullying is to be discussed in class
- ✓ Teachers to make students aware of their responsibilities as outlined in this policy
- ✓ Implement lessons to develop resilience to bullying.
- ✓ Teach relevant strategies
- ✓ Attend to reported instances of bullying behaviour
- ✓ Treat information regarding bullying confidentially





Action

1. Protect the bullied child from further harm
2. Write down name/s of the bullied child, who reported the incident and the bystanders
3. Interview the bullied child to find out what happened
4. Suggest strategies that the bullied student might use to avoid being bullied in the future
5. Individually interview bystanders using the Shared Concern Approach. Discuss strategies these students might use to avoid bullying in the future
6. Record what happened on the bullying incident form
7. Send a copy of the form to Admin to record on SIS
8. Monitor the situation over the following few days
9. Where necessary, speak to class without using names, circle time, small group meetings, class meeting box
10. Where appropriate and using discretion, work with parents of the bullied child to assist their child to avoid being bullied in the future. Keep them informed about progress and the measures taken
11. If necessary, where appropriate and using discretion, inform the parents of the child bullying and work with them to establish joint strategies for behaviour modification.

Responses to Bullying Incidents

The Pikas Method of Shared Concern

1. Assure the student bullied that the incident will be dealt with
2. When the time becomes available teachers or administrators talk individually to bullying students first (7 Minutes Max)
3. Students who are bullied are talked to last (7 Minutes Max)
4. *"Okay, I'll see you next week to find out how you are getting on"*
5. Follow up meeting with students who have been bullying
6. Student who was bullied receives support and there may be a follow up with assertiveness training

Challenging Incidents – Physical Violence or Intimidation

- ✓ Immediate notification of assistance from an administrator or colleague (Red Card)
- ✓ Move student onlookers away
- ✓ Separate students with minimal physical contact
- ✓ Apply Individual Behaviour Plan guidelines
- ✓ Apply Shared Concern – Students involved in the incident are interviewed separately
- ✓ Report of Incident to be written up

Challenging Students

- ✓ Collaborative case management of students with persistent aggression or continued victimisation. Develop a collaborative action plan with specified outcomes (School Psychologist, Case Manager & Teacher)
- ✓ Problem Solving strategies for dealing with disclosures
- ✓ Use of sanctions outlined in BMIS policy for violent incidents





6. SCHOOL STRATEGIES TO REDUCE & PREVENT BULLYING

Our strategy has two aspects: prevention and management. Prevention strategies assist students to become resilient. The management strategy we apply is the Student Support and a “Shared Concern” approach. Although this approach is not based on sanctions or punishments, the school has a range of such measures available, up to and including suspension or exclusions which are in accord with our Behaviour Management Plan, and which may be used in response to bullying.

Prevention Programs

- ✓ The Countering Bullying Policy is clearly articulated to staff, students and parents, with all staff made aware of bullying issues, student attitudes, the need to take action and of their role in implementing the Policy
- ✓ Professional Learning made available to all staff, particularly related to Cyber Bullying
- ✓ All staff to provide careful supervision in class, moving around the school and in the playground
- ✓ The issue of bullying is discussed regularly at staff meetings and training is provided to all staff
- ✓ Class meetings to discuss problem solving measures. Focus on behaviour changes not punishment. Preventative Social Skills Training – Playing games well, giving and receiving compliments, taking risks and joining in, co-operating and respecting other people’s decisions (Friendly Kids, Friendly Classrooms)
- ✓ Self-Protective behaviours – Ignoring verbal put-downs, enlisting adult or peer support, learn assertive responses, saying “no” and walking away, helping others being bullied. Change the “don’t dob” culture. Model and teach students to value and respect others
- ✓ Preventative Support Systems – Peer Support (School Councillors, Faction Captains, Prefects) to assist in making the school safer by reporting incidents and assisting students who may be the target of bullying.
- ✓ Teach bystanders to challenge bullying.
- ✓ Processes are in place to ensure tracking of student activity on the school’s computer equipment and network. Proxy Settings and Firewalls are maintained to eliminate outside activity into the school’s network.
- ✓ The use of mobile phones by students will be limited, with consequences to be implemented for any students using phones inappropriately.
- ✓ Provide safe places, mentors and group problem solving opportunities.
- ✓ Whole Class/Parent Workshops/Group Workshops for ongoing problems
- ✓ Intensive small group work for students who bully (conflict resolution, anger management) and students who are bullied (assertiveness training and self-protective behaviours)
- ✓ Teachers to be assisted in difficult cases by administration and school psychologist
- ✓ Rewarding positive action and appropriate behaviour through initiatives outlined in BM operational plan





- ✓ Inform the students about opportunities for incidents to be reported confidentially in a verbal or written form to staff, the principal, parents and student leaders
- ✓ Playground strategies to include;
 - Teachers reinforce positives using faction tokens and listen to grievances, taking appropriate action
 - Play equipment made available to all students
 - Teachers to return to class **immediately** when the siren goes to counter bullying in lines

7. ONGOING MONITORING AND REVIEW PROCESS

Induction of New Students and Staff

- ✓ Class teachers to introduce new students to the desired outcomes and the prevention programs
- ✓ Line Managers to discuss program with new staff





Behaviour Management Plan – Kindergarten Blue & Gold – Room 15

RULES - INDOOR

1. We pack away when we have finished playing
2. We walk inside
3. We listen to the teacher and our friends
4. We tell a teacher when we need to go to the toilet
5. We are kind and helpful to everyone
6. We use quiet voices in the classroom
7. We share and take turns
8. We keep our hands to ourselves

RULES - OUTDOOR

1. We do not throw sand
2. We tell a teacher when we need to go to the toilet
3. We do not throw sticks, stones or honkey nuts
4. We take turns on the equipment
5. We keep our hat on all the time
6. We stay in the playground
7. We walk on hard surfaces

POSITIVE INCENTIVES

1. Positive verbal encouragement
2. Stickers chart; 10 stickers results in a prize from the class Prize Box
3. Spot prizes for kindness, helpfulness and good work

NEGATIVE CONSEQUENCES- 123 Magic Behaviour Strategy

- 1st Warning: A count of '1'
- 2nd Warning: A count of '2'
- 3rd Warning: A count of '3' and 4 minutes on the "Quiet Mat"

If a student gets counted to three a second time, they spend five minutes in the Partner Room.

DELIBERATE VIOLENCE TOWARDS OTHERS

The child will be removed from the situation immediately and sent to the office to be spoken to by Administration staff. Parents will be informed.





Behaviour Management Plan – Kindergarten Green – Room 17

RULES - INDOOR

1. We pack away when we have finished playing
2. We walk inside
3. We listen to the teacher and our friends
4. We tell a teacher when we need to go to the toilet
5. We are kind and helpful to everyone
6. We use quiet voices in the classroom
7. We share and take turns
8. We keep our hands to ourselves

RULES - OUTDOOR

1. We do not throw sand
2. We tell a teacher when we need to go to the toilet
3. We do not throw sticks, stones or honkey nuts
4. We take turns on the equipment
5. We keep our hat on all the time
6. We stay in the playground
7. We walk on hard surfaces

POSITIVE INCENTIVES

1. Positive verbal encouragement
2. Class Toy
3. Spot prizes for kindness, helpfulness and good work

NEGATIVE CONSEQUENCES- 123 Magic Behaviour Strategy

- 1st Warning: A count of '1'
- 2nd Warning: A count of '2'
- 3rd Warning: A count of '3' and 4 minutes on the "Quiet Mat"

If a student gets counted to three a second time, they spend five minutes in the Partner Room.

DELIBERATE VIOLENCE TOWARDS OTHERS

The child will be removed from the situation immediately and sent to the office to be spoken to by Administration staff. Parents will be informed.





Behaviour Management Plan – Pre-Primary - Room 18

RULES

1. Follow all instructions
2. Use appropriate school language
3. Participate in all class activities
4. Stay in your seat unless asked to move by a teacher
5. Use a quiet voice in the classroom
6. Put your hand up and wait patiently to be called if you want to speak
7. Keep your hands and feet to yourself

POSITIVE INCENTIVES

Children who behave appropriately will be rewarded with

- Stamps
- Stickers
- Prize Box
- Praise
- Honour Certificates
- Pride Points

NEGATIVE CONSEQUENCES

- 1st consequence : Oral Warning, explaining desired behaviour
- 2nd consequence : 5 minute Time out (in classroom)
- 3rd consequence : Time out (in Buddy Class)
- 4th consequence : Sent to office – parents will be contacted to discuss mutually supportive programs

DELIBERATE VIOLENCE TOWARDS OTHERS

The child will be removed from the situation straight away and sent to the office to be spoken to by Administration staff.





Behaviour Management Plan – Pre-Primary - Room 19

RULES

1. Follow all instructions
2. Use appropriate school language
3. Participate in all class activities
4. Stay in your seat unless asked to move by a teacher
5. Use a quiet voice in the classroom
6. Put your hand up and wait patiently to be called if you want to speak
7. Keep your hands and feet to yourself

POSITIVE INCENTIVES

Children who behave appropriately will be rewarded with

- Stamps
- Stickers
- Prize Box
- Praise
- Honour Certificates
- Pride Points

NEGATIVE CONSEQUENCES

- 1st consequence : Oral Warning, explaining desired behaviour
- 2nd consequence : 5 minute Time out (in classroom)
- 3rd consequence : Time out (in Buddy Class)
- 4th consequence : Sent to office – parents will be contacted to discuss mutually supportive programs

DELIBERATE VIOLENCE TOWARDS OTHERS

The child will be removed from the situation straight away and sent to the office to be spoken to by Administration staff.





Behaviour Management Plan – Year 1 - Room 13

RULES

1. Listen to and follow teacher's instructions.
2. Work quietly and stay in our seat.
3. Use a quiet voice in the classroom.
4. Sit quietly on the mat and listen.
5. Keep hands and feet to yourself.
6. Put your hand up to speak.
7. Be kind to others.

POSITIVE CONSEQUENCES

1. Spoken praise.
2. Pride points/tickets to put in draw box for good behaviour.
3. Class stamp/sticker charts with a prize given out when full.
4. Free time on computer, reading etc. when sticker chart is full.
5. Stickers and stamps on work.

NEGATIVE CONSEQUENCES

1st warning - name on board

2nd warning – tick next to name.

3rd warning- child sent to partner room, form sent home for signing.

4th warning – DETENTION parents contacted.

SEVERE CLAUSE

“RED CARD” sent to office. Child will be removed from the class, given detention and parent's interview will be requested.





Behaviour Management Plan – Year 1 - Room 12

RULES

1. Respect other's right to learn
2. Respect your teacher's right to teach
3. Put up your hand and wait to speak
4. Stay in your seat unless asked to move
5. Keep hands, feet and objects to yourself
6. Have fun and be happy!

POSITIVE INCENTIVES

1. Pride points
2. Stickers – 15 stickers = spot prize
3. Prizes
4. Verbal praise
5. Super Star Awards – name in newsletter
6. Honour certificates
7. Roles of responsibility
8. Star of the Week

NEGATIVE CONSEQUENCES

- 1st Warning: Verbal warning
- 2nd Warning: Name on discipline poster
- 3rd Warning: Name on discipline poster and 5 minutes Time Out
- 4th Warning: Name on discipline poster and Partner Room - Thinking Spot
- 5th Warning: Name on discipline poster and Detention

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – Year 1/2 - Room 11

RULES

1. Respect other's right to learn
2. Respect your teacher's right to teach
3. Put up your hand and wait to speak
4. Stay in your seat unless asked to move
5. Keep hands, feet and objects to yourself

POSITIVE INCENTIVES

1. Spoken praise – self congratulation
2. Stickers – 15 stickers = pick from spot prize drawer in classroom
3. Name in newsletter
4. Pride Points for sharing, helpfulness, following instructions etc
5. Honour Certificate
6. Star of week.

NEGATIVE CONSEQUENCES

- Pre warning – explain desired behaviour
- 1st Warning: Name on discipline poster
- 2nd Warning: Name on discipline poster + 5 minutes on timeout mat
- 3rd Warning: Name on discipline poster + buddy room for 15 minutes (thinking spot)
- 4th Warning: Name on discipline poster + detention

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – Year 2 - Room 14

RULES

The class rules were constructed by the students. We have agreed on the following rules:

1. Follow instructions quickly
2. Raise your hand to speak, do not interrupt
3. At all times treat others around you with respect
4. Do your work quickly and quietly
5. Keep your hands to yourself
6. Be organised for class work

Students have the right to learn. Teachers have the right to teach. We all have the right to feel safe.

POSITIVE INCENTIVES

1. Verbal praise
2. Stickers
3. Class Raffle
4. Beat the Teacher Chart
5. Honour certificates
6. Class treasure box
7. Name in newsletter
8. Pride point rewards
9. Virtues
10. Weekly STAR STUDENT

NEGATIVE CONSEQUENCES

1. 1st Warning – Verbal reminder (explain desired behaviour)
2. 2nd Warning – Name on board and time out in class
3. 3rd Warning – Partner Room (report to admin on way back.)
4. 4th Warning – Detention – parents contacted

SEVERE CLAUSE

“Orange Card” sent to office if admin assistance required (non-urgent)

“Red Card” sent to office requesting immediate attendance of a Deputy Principal or Principal.

The child will be given a detention or a suspension and a parent will be contacted.

Time out card – used with IBP (individual behaviour plan).





Behaviour Management Plan – Year 2/3 - Room 4

RULES

1. Walk safely
2. Put your hand up to speak
3. Listen to the teacher
4. Work silently
5. Be polite to everyone
6. Keep your hands to yourself

POSITIVE INCENTIVES

- Verbal praise
- Pride Tokens
- Stickers
- Honour Certificates
- Recognition of good standing for end of term functions
- Good work to office for a sticker from the Principal
- Name in newsletter

NEGATIVE CONSEQUENCES

- 1st Warning: Name moved to warning on behaviour chart
- 2nd Warning: Name moved to second warning on behaviour chart
- 3rd Warning: Time out in classroom- 5 minutes
- 4th Warning: Partner Room – Partner sheet sent to parents to sign
- 5th Warning: Detention and parents are notified by letter

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – Year 3 - Room 5

RULES

- 1) Work Quietly
- 2) Raise your hand to speak
- 3) Speak politely to everyone
- 4) Respect everyone in the school community
- 5) Always do your best
- 6) Keep your hands, feet and objects to yourself

POSITIVE CONSEQUENCES

- Visit administration in office and name in newsletter
- Pride Points
- Stickers
- Verbal Praise
- Honour certificates
- Reward from class prize box
- Rewards from class teacher

NEGATIVE CONSEQUENCES

- 1st) Verbal Warning
- 2nd) Name moved to warning on behaviour chart
- 3rd) Partner room (name moved) – Partner room sheet to parents to sign
- 4th) Detention (name moved) – parents contacted
- 5th) Office

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – Year 3 - Room 6

RULES

1. Listen carefully
2. Follow teacher instructions
3. Raise your hand to speak
4. Use your manners
5. Show pride in all your work
6. Respect yourself, staff, students and property
7. Keep hands and feet to yourself
8. Move around the classroom safely

POSITIVE INCENTIVES

1. Pride points
2. Individual sticker chart
3. Name in newsletter
4. Group points
5. Free time / computer / games time
6. Faction Awards – Bronze, Silver, Gold, Platinum and Pride Medallion
7. Principal or Deputy visit
8. Class party/Reward Video
9. Tickets for class prize draw
10. Honour certificates
11. Class certificates

NEGATIVE CONSEQUENCES

- 1st Warning: Verbal reminder
- 2nd Warning: Name on the board
- 3rd Warning: Name and cross - time out in class
- 4th Warning: Name and two crosses - Buddy Room (taken to the office)
- 5th Detention – parents notified by letter

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan - Year 4 - Room 7

RULES

1. Follow all teacher's instructions
2. Respect others and their opinions
3. Use appropriate school language
4. Be prepared and organised for all class activities
5. Work quietly and to the best of your ability

Students have the right to learn. Teachers have the right to teach. We should all feel safe.

POSITIVE INCENTIVES

Pride points- 3 per week for: wearing uniform, good behaviour all week and doing homework for all 4 nights.

- Pride points- Extra points for good manners, presenting their best work, participating in the class activities, answering questions, being a good team leader or member, showing consideration to others.
- Stickers, stamps and prizes.
- Praise.
- Visit to office for good work or good behaviour and name is put in the next newsletter.
- Honour certificates.

NEGATIVE CONSEQUENCES

- 1st Warning: First tally and reason for warning is recorded in class records
- 2nd Warning: Second tally and reason for warning is recorded. Five minutes time out *if instructed* by teacher.
- 3rd Warning: Third tally and reason for warning is recorded. Student is sent to Partner class (Room 6) for 15 or 30 minutes. After the time is completed the student will go to the office to see the Principal or a Deputy Principal. Offence is recorded on the School Management system and the student takes home the Partner Sheet for the parent to sign and return to the school. Loss of 3 points on the Good Standing Chart.
- 4th Warning: Detention: Fourth tally and reason for warning is recorded – parents notified by letter. Loss of 6 points in total on the Good Standing Chart.

SEVERE CLAUSE

“Orange or Red Card” sent to the office requesting attendance of a Deputy Principal or the Principal. The child may be removed from the class. They may receive a detention or suspension and a parent interview may be requested. Four points are added to the Good Standing chart if no detention or suspension is given by the Administration Team.





Behaviour Management Plan – Year 4 - Room 9

RULES

1. Follow instructions quickly.
2. Raise your hand to speak, do not call out.
3. Listen to the teacher.
4. Speak politely to everyone.
5. Always try to do your best work.
6. Keep your hands and feet to yourself.

POSITIVE INCENTIVES

1. Verbal Praise
2. Pride Points and stickers
3. Whole School awards – Bronze, Silver, Gold, Platinum and Diamond
4. Individual reward card with small rewards along the way
5. Visit to the office for good work and behaviour, name to go in the newsletter
6. Honour Certificates
7. Good standing activities

NEGATIVE CONSEQUENCES

- 1st Warning: Verbal reminder, name on board
- 2nd Warning: Name on board
- 3rd Warning: Cross next to name - time out in class
- 4th warning: Two crosses next to name - Partner Room (Room 4). Partner Room sheet to go home for parents to sign and return within two days.
- 5th Warning: Detention – Parents will be notified

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – Year 5/6 - Room 8

STUDENTS HAVE A RIGHT TO LEARN. TEACHERS HAVE A RIGHT TO TEACH. WE SHOULD ALL FEEL SAFE.

RULES

1. Listen to the teacher – follow all instructions
2. Start work quickly and quietly
3. Raise your hand to speak – wait your turn
4. Treat students, staff and property with respect
5. Always do your best

POSITIVE INCENTIVES

1. Pride points
2. Verbal praise
3. Stickers and stamps
4. Honour certificates
5. Bronze, Silver, Gold, Platinum and Diamond Awards
6. Work sent to office - Name in newsletter
7. Class party / video / games day
8. Good standing activities
9. Computer time

NEGATIVE CONSEQUENCES

- 1st Warning: Verbal reminder
- 2nd Warning: Name on the board
- 3rd Warning: Name and cross - time out in class
- 4th Warning: Name and two crosses – Partner Room Referral (Student has time out in partner class. Form is signed by Administration and taken home for parents to sign. Form needs to be returned to school)
- 5th Detention – parents notified by letter

SEVERE CLAUSE

“Red or Orange Card” sent to the office requesting attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – Year 5/6 - Room 1

RULES

1. We respect our teachers and our class mates.
2. We take pride in ourselves and our school work.
3. We raise our hand when we want to speak.
4. We keep our hands, feet and property to ourselves.
5. We do not use inappropriate language.
6. We stay in our seats.
7. We respect everyone's right to learn.

POSITIVE INCENTIVES

- Pride Points
- Verbal praise and recognition
- Visit to the office and name in the newsletter
- Honour Certificates
- In class rewards (individual, group and whole class)
- Dojo points

NEGATIVE CONSEQUENCES

1. Verbal Warning
2. Warning 1
3. Warning 2
4. Time Out and last reminder that anything after this stage will be recorded and result in demerit points
5. Partner Room - Time out of class and visit to office to discuss behaviour. Partner Room Form to be sent home and signed by parents
6. Detention - Lunch time detention and letter sent home to parents.
7. Office - Student removed from class and sent to office

SEVERE CLAUSE

Orange card - Student will be removed from class by either a deputy or principal and their behaviour discussed.

Red card - Student will immediately be removed from class by either a deputy or principal, given detention or suspension and a parent interview may be requested.





Behaviour Management Plan – Year 5/6 – Room 2

CLASS AGREEMENT

Our class has an agreement to follow the following 4 principles of behaviour.

- 1: To show **respect**.
- 2: To display a **positive attitude**.
- 3: To **value our learning**.
- 4: To show **cultural awareness**.

POSITIVE INCENTIVES

- Praise and recognition
- Class 'Dojo' points and Gosnells Pride points recorded in reward book.
- Free time (to be spent in a positive way)
- In class rewards
- Honour certificates

NEGATIVE CONSEQUENCES Using CMS "Bumps" System

- **Bump 1:** verbal warnings low key responses
- **Bump 2:** Student given a choice to follow our classroom agreements or given a consequence.
- **Bump 3:** Student has made a choice to not comply with the class agreement, and will be referred to a partner class/time out. Partner Class referral sheet sent home to parents for signing.
- **Bump 4:** Detention given and parents contacted.

SEVERE CLAUSE

Red card sent to the office requesting immediate attendance of either the Principal or a Deputy Principal. The child will be removed from the class and parents will be contacted to discuss the incident or behaviour.





Behaviour Management Plan – LOTE

RULES

Our LOTE classroom adheres to our classroom agreement based on the values below.

- 1: To show **Respect**.
- 2: To display a **Positive attitude**.
- 3: To **value our learning**.
- 4: To show **cultural awareness**

POSITIVE INCENTIVES

- Praise
- Pride Point
- Stickers and Stamps
- ClassCraft points
- Ibu Poh's prize box
- Honour certificates

NEGATIVE CONSEQUENCES

- **Bump 1:** verbal warnings low key responses
- **Bump 2:** Student given a choice to follow our classroom agreements or given a consequence.
- **Bump 3:** Student has made a choice to not comply with the class agreement, and will be referred to a partner class/time out. Partner Class referral sheet sent home to parents for signing.
- **Bump 4:** Detention given and parents contacted.

SEVERE CLAUSE

Orange card - Student will be removed from class by either a deputy or principal and their behaviour discussed.

Red card - Student will immediately be removed from class by either a deputy or principal, given detention or suspension and a parent interview may be requested.





Behaviour Management Plan – Science Specialist

RULES

1. Safety first: use safety gear as and when instructed. Follow safety instructions to the letter and without question.
2. Use all equipment correctly and assist with clean up as directed.
3. No food or drink to be near work stations.
4. When the teacher is speaking, students are listening.
5. Keep to your own personal space.
6. Treat each other with respect.

POSITIVE INCENTIVES

1. Students will be able to participate in hands-on activities.
2. Teacher feedback – verbal praise.
3. Teacher feedback – stickers, notes in students' work.

NEGATIVE CONSEQUENCES

1. Students will not be able to participate in the experiential side of science if they cannot be trusted to use equipment safely or correctly.
2. Teacher feedback – informing the student of where they have gone wrong and how I expect them to make amendments to their behaviour or work.
3. After two such reprimands, the student will be sent to time-out within the class.
4. After a time-out consequence has not seen adjustments in behaviour, student will be sent to detention.

SEVERE CLAUSE

If a student is endangering the safety of others or is disruptive to such a degree as to make teaching untenable, red card will be issued in order to remove student from the class.





Behaviour Management Plan – Performing Arts Specialist

RULES

1. Follow the Golden Rule – Treat others as you would like to be treated
2. Enter the Performing Arts room in a respectful way
3. Demonstrate audience protocols when someone is talking or performing
4. Show respect and responsibility when using instruments and equipment

POSITIVE INCENTIVES

1. Engaged, motivated and happy students
2. Spoken praise and encouragement
3. Pride Points

CONSEQUENCES

- Positive reinforcement
- Pre-warning: Reminded of the appropriate behaviour
- 1st Warning: Formal verbal warning
- 2nd warning: Name on board and time out in class

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – Physical Education Specialist

RULES

OVAL/UNDERCOVER/COURTS

1. No equipment to be touched unless authorised
2. Fair play at all times
3. Umpires decision is final
4. No put downs
5. Encouragement and praise will be rewarded

POSITIVE INCENTIVES

- Mr De's prize box
- Praise
- Appointment as special helper

NEGATIVE CONSEQUENCES

- 1st Warning: Verbal and visual clue
- 2nd Warning: Sitting on sidelines for 5 minutes –no further action –Yellow card
- 3rd Warning: Detention

NOTE: Teacher will count 1....2....3.... then students will listen to instructions or 1st warning will be issued.

SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





Behaviour Management Plan – EAL/D Specialist

RULES

1. Look at a person when they are speaking
2. Keep your school possessions in order and look after school equipment
3. Listen to instructions
4. Treat others with kindness and respect
5. Do your best

POSITIVE INCENTIVES

1. Praise and encouragement
2. Stickers
3. Pride Points
4. Classroom Treasure Box

NEGATIVE CONSEQUENCES

- 1st warning: Verbal warning
2nd warning: Name on board
3rd warning: Detention. Parents notified by letter

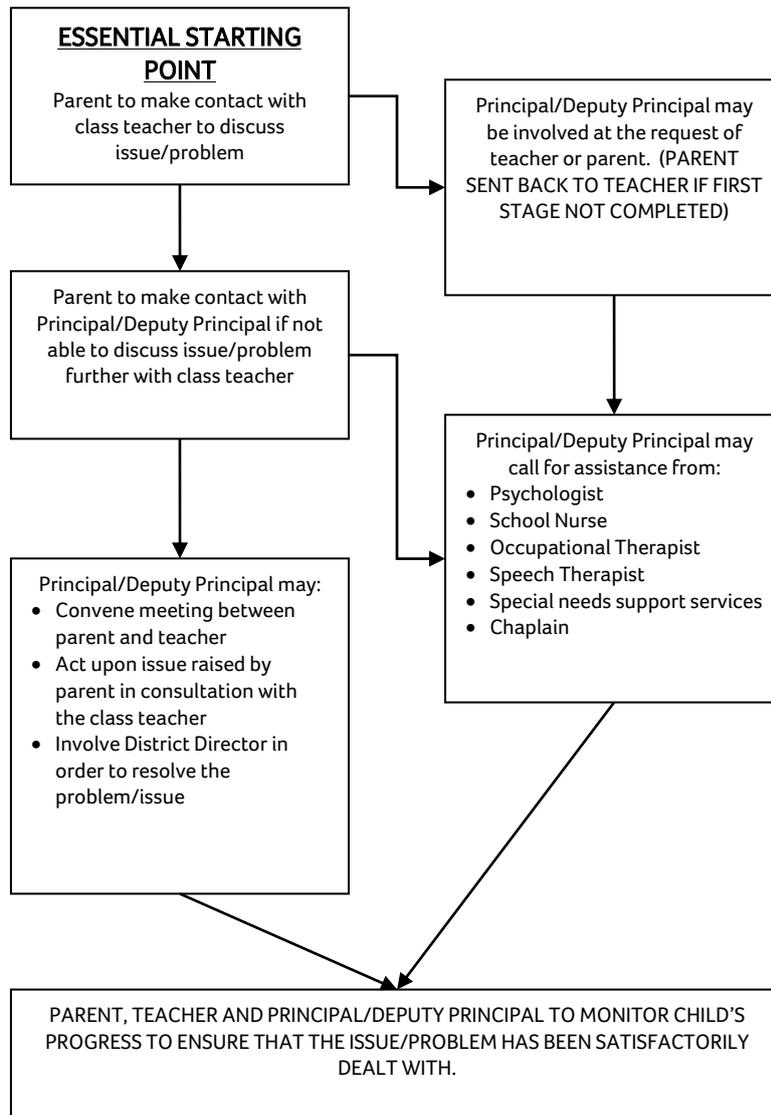
SEVERE CLAUSE

“Red Card” sent to the office requesting immediate attendance of a Deputy Principal or Principal. The child will be removed from the class, given detention or suspension and a parent interview will be requested.





CHAIN OF COMMUNICATION FOR CLASSROOM ISSUES





VIRTUE TIMETABLE – 2016

Week	TERM 1 Harmony	TERM 2 Pursuit of Knowledge	TERM 3 Friendship	TERM 4 Community Spirit
2	Joy Performing Arts	Excellence Room 2	Loyalty Performing Arts	Caring Room 17
4	Respect Room 1	Responsibility Room 8	Honesty Room 9	Compassion Room 12
6	Acceptance LOTE	Self Discipline Room 14	Understanding Room 5	Helpfulness Room 7
8	Harmony Day Room 6	Creativity Room 4	Patience Room 18	Thankfulness Room 15
10	Courage (ANZAC Day) Room 13	Enthusiasm Room 19	Cooperation Room 11	



Our Journey, Our Future

Working together, caring for others, developing positive
community involvement, taking pride in our achievements
and maximising the educational opportunities
for all children.



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