

where the
rivers of **promise**,
exploration and
celebration meet and
flow onto **life long**

LEARNING



ST JOSEPH'S
PRIMARY SCHOOL CORAKI

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.



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BEHAVIOUR BENCHMARKS

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

Behaviour Code	Beginner	Developing	Competent	Excelling
Safety	RARELY Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting	SOMETIMES Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting	USUALLY Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting	ALWAYS (and encourages others to) Uses equipment safely/ appropriately Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting Serves as a role model for others
Effort	RARELY Stays on task Attempts all set tasks and completes activities (incl. assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest	SOMETIMES Stays on task Attempts all set tasks and completes activities (incl. assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest	USUALLY Stays on task Attempts all set tasks and completes activities (incl. assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest	ALWAYS (and encourages others to) Stays on task/ Participates actively Attempts all set tasks and completes activities (incl. assignments/homework) Works to best of ability. Seeks help when needed/Helps others Attempts to meet deadlines Is prepared and shows interest Accepts additional responsibilities/roles
Respect	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	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	USUALLY 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	ALWAYS (and encourages others to) 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
Self Responsibility	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.	SOMETIMES 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.	USUALLY 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.	ALWAYS (and encourages others to) Seeks/accepts/offers help when needed. Requires no prompting to behave Accepts responsibility/consequences of action Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures. Shows initiative in work/social situations

**St Joseph's Coraki
BEHAVIOUR MANAGEMENT PLAN**

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 Class Rewards
(Parties, Fun Days, Game time, Sport, Videos)

Special Morning Teas

Phone calls to Parents

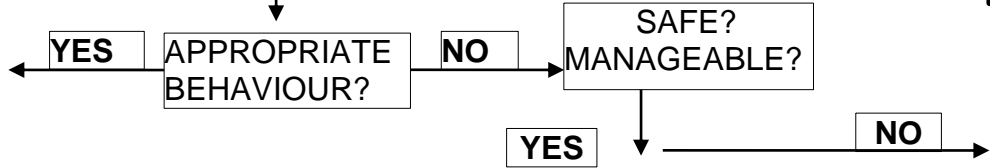
Sharing Work With Others
(Principal, Other Classes, Parents)

Whole School Reward System

Teacher Evaluations
(Marks/comments on work)

Celebrations
(Birthdays, "Outside" achievements)

Principal's Awards



CORRECTION PLAN

- Non Verbal Reminder**
- Rule Reminder**
with both a Visual and Verbal Cue
- Warning Card**
Orange card (removed at end of the session/lunch - given straight back omitting the first two steps if the behaviour continues)
- Buddy Class / Playground Time Out**
CLASS - Phone Buddy Class before sending student
ES1 – S3 / S1- S2
K-2 Draw a picture of expected behaviour (10 mins) and complete reflection form on return to class.
3-6 Fill in a reflection Form (15 mins)

PLAYGROUND - 10 mins time out on the seat
- Phone call to the Office / Playground Red Card**
Phone office for support

PLAYGROUND - Send a red card to the staffroom

RECONCILIATION PLAN

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

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



ADDITIONAL SUPPORT PERSONNEL
TEACHERS AIDE/BUDDY TEACHER/PRINCIPAL /CEO
PERSONEL/OUTSIDE AGENCIES

