



Congewai Public School

Behaviour Support and Management Plan

We aim to provide a positive environment in which each child is respected and their right to learn is encouraged and protected. The Behaviour Support and Management Plan provides consistent, logical rules and consequences that are made familiar to all involved, so that maximum teaching and learning can occur along with the development of responsibility for personal behaviour. Our values of Safety, Respect and Learning are embedded in all we do.

Aims

- To provide a happy, positive and inclusive learning environment
- To help students reach their full potential through strong engagement and positive attendance
- To provide a physically and emotionally safe environment
- To recognise and respect the rights and responsibilities of individuals
- To encourage students to accept responsibility for their own behaviour
- To ensure rules are applied consistently and fairly



Rights and Responsibilities

Students have the Right to:

- Respect, courtesy and honesty
- Learn in a purposeful and supportive environment
- Work and play in a safe, friendly and clean environment
- Achieve their educational potential

Students have the Responsibility to:

- Ensure their behaviour is not disruptive to the learning of others
- Do their best in all school activities
- Behave in a way that protects the safety and wellbeing of others
- Establish positive relationships with others
- Ensure that the school is kept neat and tidy
- Ensure that they are organised and ready to work in a positive manner

Staff have the Right to:

- Respect, courtesy and honesty
- Teach in a safe, friendly and clean environment
- Teach and learn in a purposeful and non-disruptive environment
- Co-operation and support from parents
- To be proud of their achievements

Staff have the Responsibility to:

- Model respectful, courteous and honest behaviour
- Ensure that the school environment is kept neat, tidy and secure.
- Provide a meaningful and appropriate education for the students in the school
- Establish positive relationships with the community
- Report student progress to parents

Parents have the Right to:

Parents have the Responsibility to:



- Be informed of behaviour management procedures, and decisions affecting their child's health and welfare
- Be informed of their child's progress
- Access a meaningful and appropriate education for their child
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning
- Support their child's progress with regular contact with the classroom teacher
- Work in cooperation with the school staff
- Ensure that their child's attendance is punctual and regular
- Ensure that their child is provided with appropriate materials to make effective use of the learning environment
- Support the school in providing a meaningful and appropriate education for their child

Our School Values

Learning

We Believe:

- All students have the capacity to learn
- Quality teaching is the key to learning achievement
- A whole school approach to all curriculum areas is the best way to achieve positive outcomes
- Sustainability and Information & Communications Technology (ICT) should be imbedded in our teaching and learning practices
- Using quality data to drive school planning helps improve student achievement

Excellence

We Believe in:

- Setting high expectations for staff in all areas of teaching and learning
- Setting high expectations for students to strive to achieve the very best academic and social outcomes
- Parents supporting teachers and students in their pursuit of excellence



- Embracing innovative practices to enrich teaching and learning at our school
- A planning, teaching and assessment cycle
- Celebrating the achievements of our students

Care

We Believe in:

- Providing a safe and supportive environment that is respectful, honest and friendly, and that instil a sense of pride in our school
- Working in a collaborative manner across the school community to make the most of individual strengths and help every child achieve
- Fostering clear and open lines of communication between parents, students and teachers to break down barriers and provide better outcomes for everyone

Equity

We Believe in:

- An equitable school is one that respects the individuality of all students and adapts teaching to their needs
- In celebrating the rich environment of our culturally diverse school, and allowing all voices to be heard with respect
- In always following the professional standards in our staff code of conduct
- In abiding by the student code of conduct at all times
- In fostering positive relationships and partnerships that enable our school community to achieve the very best outcomes for everyone

Our School Rules



- Respect the rights of others
- Let others learn
- Be prepared and on time
- Respect personal and school property
- Act in a safe and caring manner

Students are expected to follow the instructions of ALL staff.

School Uniform

Students are to dress in accordance with the School Uniform Policy including the wearing of hats outdoors throughout the whole year.

Play Areas

Students are to play in the designated play areas.

Students are not to play on the equipment without supervision.

Students are to eat their lunches in the designated area.

Students should ensure all litter is placed in bins.

Students are NOT to enter classrooms or buildings without asking.

The following areas are OUT OF BOUNDS to all students:

- Behind the office, GA Shed, staff car park
- The sports shed is only to be entered when authorised

Students arriving before 8.45am are to sit in the Under Cover Area.

Leaving the School Grounds

Parent/guardians collecting students during school hours must contact the school. Early Leave must be authorised by a member of staff.

Late Arrivals

Students should arrive at school in time for the school start by 9:15. Late arrivals must go to the office to check-in and provide a reason.

Unacceptable Behaviour

The following behaviours are NOT acceptable at our school.

- Interfering with the property or possessions of others
- Obscene language, swearing or spitting



- Verbal or physical abuse of others, harassment or fighting
- Throwing objects that may harm people or property
- Splashing, squirting or wetting others
- Rough or dangerous play/games
- Running on paved areas
- Bullying, intimidation, teasing or targeted isolation of others
- Behaviours that interfere with the right of other students to learn

Items NOT Permitted

- Mobile phones should be turned off and left in students' bags each day
- The use or possession of alcohol, tobacco, illegal drugs/substances
- Knives or weapons of any kind

Notes: Possessions such as toys, brought to school, are the responsibility of the student.

Phones are only allowed in bags where prior consent has been sought by parents.

****School rules are reviewed and monitored regularly and may be enforced at the discretion of Principal/staff based on extenuating circumstances.***

Reward Systems

Positive incentives should reflect the developmental age and interests of the students. Positive behaviour strategies should be used to encourage positive behaviour choices and to support students to take personal responsibility.



Encouragement and Praise:

- Encouragement should be the primary instrument of all positive reinforcement
- Praise should be immediate and specific and should acknowledge the desired behaviour
- Desired behaviours should be encouraged and rewarded
- Every child should be given the opportunity to earn and receive acknowledgement of their worth and personal efforts
- Positive incentives should be earned and may include e.g. whole class rewards, group incentives or individual motivators such as stickers, prizes, stamps, points, certificates, raffle tickets, play time and similar encouragements
- Students may be sent to visit other staff with examples of good work in recognition for achievement and effort

Rewards:

- Dojo Points are given to students demonstrating desirable behaviours. Students have both individual and group targets. Individual targets being met achieve a dip in the prize box. Group targets being met achieve a PBL reward
- PBL Rewards Days at the end of each term to celebrate and recognise effort throughout the term
- Attendance Rewards mid-term for students achieving 90+%/or personal attendance goal
- End of year and Education Week PBL celebration and Excellence Awards ceremony
- Merit cards are given to encourage and recognise good work, positive behaviour and/or effort. These awards are cumulative:

4 Merit cards = 1 Bronze Award

3 Bronze Awards = 1 Silver Award

2 Silver Awards = 1 Gold Award

2 Gold Awards = Principal's Medallion

Positive Learning Environment

- The classroom and school site are the responsibility of all students and staff and will be maintained to a high standard to promote a sense of ownership and pride
- Teachers establish a positive classroom learning environment



- Expectations, rules/agreements, incentives and consequences should be clearly negotiated and explained to students
- Provision of positive feedback with an emphasis on understanding
- Use of positive behaviour management strategies including: rewards, redirection, proximity reinforcement, verbal, gestural, “brain breaks” and other pre-emptive controls to encourage positive behaviours and prevent escalation
- Mindfulness strategies to support wellbeing, attention, self-regulation and empathy
- Ongoing classroom discussions around school and personal values
- School resilience programs
- Incursions, excursions and special events including Sports Carnivals, Harmony Day, ANZAC, Book Week, NAIDOC and many more to develop school connectedness
- Community involvement and events etc.
- School Website, Class Dojo and Facebook

Classroom Behaviour Management

- A hierarchical, stepped system should be provided that encourages students to think about their behavioural choices at each stage, with a clearly defined consequence.
- This should be clearly stated and consistently applied.
- Student moved to a consideration place (time out) after a verbal warning and 2 subsequent disruptions for an opportunity to consider and reflect on their behaviour. This is a quietening down time and students can reflect independently or with support if they prefer

Thinking Time/Withdrawal

- Time out should be appropriate for their age. (5,10 or 15 mins)
- Student participates in restorative discussion with the teacher
- Students can be given “thinking time” immediately in certain circumstances.



-Physical - Student injuring other student/staff

-Threatening – Throwing sand, sticks, rocks and endangering others

- Other serious negative behaviours that threaten safety and wellbeing of students/staff

- Students will be reminded of school rules and incidents discussed through a restorative approach
- “Thinking Time” may be given for 10, 20 or 30 minutes
- Students will be returned to class when they are settled and able to participate positively
- Students withdrawn from class will have their parents/guardians notified and an interview may be requested

Reset/Suspension

- A student who continues to break the school rules after being returned to class will have Parents/Guardians contacted and may be sent home for the remainder of the day (reset)
- A student is sent home for a reset from school at the discretion of Principal/Delegate
- For more serious behaviour, an in-school or at home suspension (at the discretion of the Principal) will be implemented. A re-entry process must be completed before a child can return to normal classes and should be discussed with a parent/guardian in consultation with teaching staff/Principal

Exceptions

- Children with existing Behaviour Support Plans or special needs may displace this process at the discretion of the Principal
- Serious behaviours that threaten the safety of the student or his/her peers will result in immediate withdrawal and call to parents



This School Behaviour Support and Management Plan has been developed in consultation with key stakeholders.