



**Behaviour  
Management  
and Wellbeing  
2019**

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# Mandatory Reporting

It is a legal requirement that if you believe a child is at risk of harm or has been harmed that a report is made on 1800 700 250.

When a mandatory report has been made- please note in Sam (under Behaviour/ neutral)

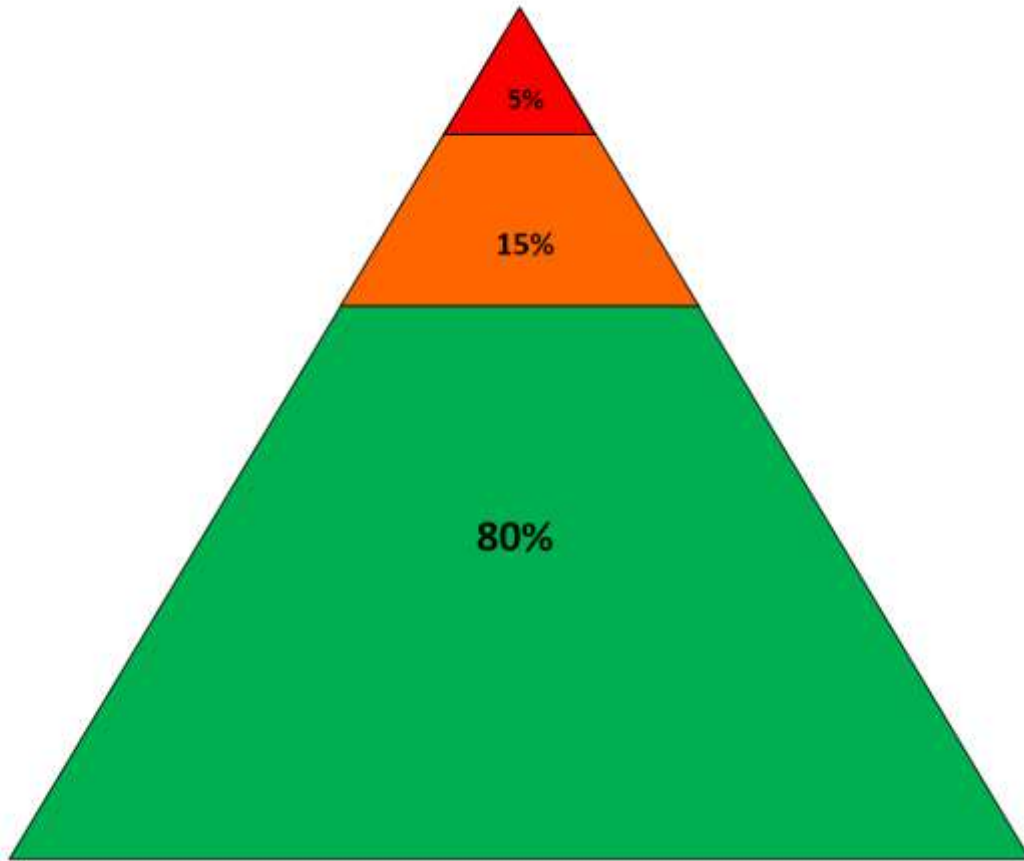
- a) Date
- b) Time
- c) Who spoke to
- d) General concern

## Request for Information from Territory Families

If Territory Families requests information you will receive an email from the Principal or Assistant Principal.

- a) Please complete the questions, seek attendance data from SAMS operator (Selena).
- b) Reply with the information directly to the Territory Families officer requesting the information
- c) Paste a copy of the email onto the students SRF

# Pyramid of Intervention



PROACTIVE PREVENTION	SUPPORT	CONSEQUENCES
<ul style="list-style-type: none"> <li>- Positive reinforcement for all students</li> <li>- encouraging Harley and the school values</li> <li>- Consistent consequences for all problem behaviour</li> <li>- Effective procedures for problem behaviour</li> <li>- Effective instruction and classroom management</li> </ul>	<ul style="list-style-type: none"> <li>- Target social skills instruction</li> <li>- Increase academic support</li> <li>- Classroom management support</li> </ul>	<ul style="list-style-type: none"> <li>- Individual Behaviour plans</li> <li>- Parent collaboration</li> <li>- Academic support</li> <li>- Social skills support</li> </ul>

- Stickers
- Stamps
- Dojo Points
- High Five
- Mini Merits from NCT
- Lucky dips
- Prize Box
- Work with a friend

# Gray School



## Harley the High Flyer

Harley the High Flyer was developed by students and staff in 2017. He represents the characteristics of an assessment capable learner at Gray. He is visible in the classrooms with a small white flying cockatoo. A large cockatoo is given to a class at assembly based on Senior Teacher walk throughs. The cockatoo is also the school logo. 5 posters are to be displayed in classrooms identifying the characteristics and student expectations.



# You Can Do It!



## The Gray Way

We encourage students' social and emotional wellbeing through positive action, by promoting and instructing our students using the You Can Do It statements.

**I AM GETTING ALONG WITH OTHERS**  
**I AM CONFIDENT**  
**I AM ORGANISED**  
**I AM PERSISTENT**  
**I AM RESILIENT**

# Assembly Awards

## Attendance:



### Point system for the Best attendance Award for each fortnight:

- Classes that are between 91%-92% receive 2 points
- Classes that are between 93%-95% receive 4 points
- Classes that are between 96-98% receive 5 points
- Classes that are on 99-100% receive 10 points

Aris calculates attendance and points.

The class with the best attendance each fortnight will receive the Attendance Award for their class at EC and Primary assembly presented by the host class. Photo of winning class in newsletter. The class with the most points at the end of each term will get a pizza lunch.



# Harley:

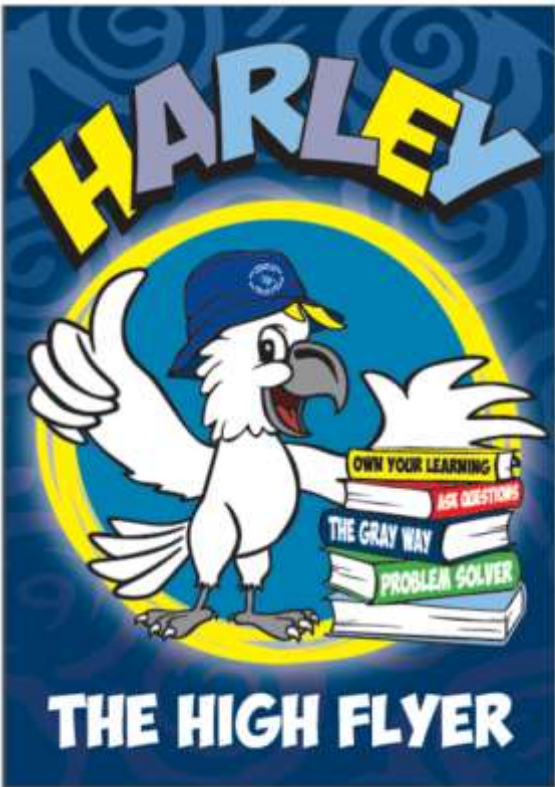
## Caught Being Harley (Individual award)

Raffle tickets are given to students showing Harley Traits and placed into the classroom pockets. The poster pockets are collected fortnightly for an assembly draw. Students drawn out win a certificate and a \$2 canteen voucher. Eva Lawler gifts \$20 a fortnight for 1 of the 4 students drawn out towards scholastic book club order.



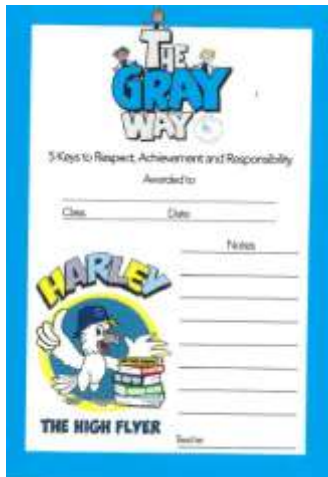
## Caught Being Harley (Class award)

Senior Teachers select the Harley Class award based on walk throughs over the fortnight. The certificate and large Harley bird is presented to the winning class



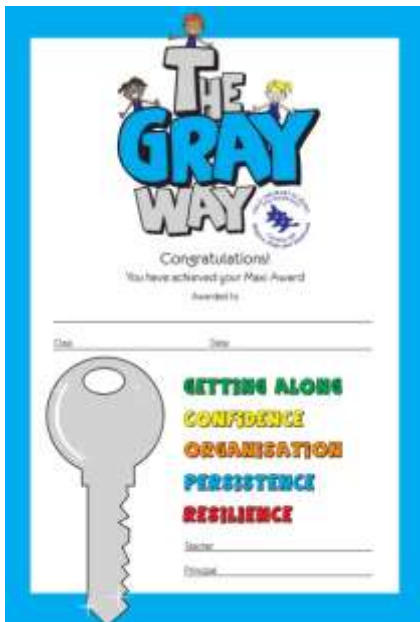


# Merit Certificates:



## MINI MERIT

- Sent home to parents when children receive it in class
- Teachers must keep a record of number of Mini Merits students. Take up to the front office when the child has received 5.
- When a child receives 5 they will receive a Maxi Merit at assembly which will be presented by the AP or Principal
- Teachers in their professional capacity may also give out Mini Merits for other positive behavior – to be recorded on the Mini Merit record sheet



## MAXI MERIT

- parents are informed that child is receiving a Maxi Merit at assembly via Maxi Merit Parent note.
- Office keeps a record of number of Maxi Merits
- Presented at assembly by the AP or Principal
- When a child receives 5 they will receive a Principals Merit at assembly



## PRINCIPAL MERIT

- Front Office must inform parents that the child is receiving a Principals Merit at assembly
- Presented to students by the Principal at assembly
- Front office to keep a record of students who receive a Principals Merit
- Once students have received the Principals Merit the process starts again with Mini Merits
- Students who receive a Principals Merit will have lunch with the leadership team at the end of each term

### WORKING HARD

If students are in this box at the end of the day they receive a stamp. When a student receives 10 stamps, they receive a Mini Merit. Example Template saved in Unmanaged, Tch Public, Behaviour, 2015. You can give students stamps randomly for excellent behaviour. You can give students a Mini Merit for outstanding behaviour.

### READY TO LEARN

Students start each day in the Ready to Learn box

### MAKE BETTER CHOICES

Remind students of behaviour expectations. Remind students of the Gray Way.

### THINK ABOUT IT

Remind students of consequences. Remind students where they are on the behaviour chart. Teacher discretion to employ strategies for students to calm down.

### CONSEQUENCE

1 – 3 Time Out. Brief restorative conversation upon return.  
1 – 3 Buddy Teacher. Brief restorative conversation upon return.



The first time a child goes from yellow to red = Time out in or just outside the classroom. When the child returns from the time out the teacher needs to have a restorative conversation. The child moves back to green.

The second time a child goes from yellow to red = Buddy Teacher. When the child returns from the time out the teacher needs to have a restorative conversation. The child moves back to green.

# Minor Behaviours

MINOR	POSSIBLE CONSEQUENCES
<p><b>ATTENTION SEEKING BEHAVIOURS</b></p> <ul style="list-style-type: none"> <li>• Off task</li> <li>• Out of seat</li> <li>• Chatting</li> <li>• Calling out</li> <li>• Not listening to instructions</li> <li>• Making inappropriate sounds/noises</li> <li>• Talking when they should be listening</li> <li>• Rolling/crawling around the classroom</li> <li>• Lying</li> </ul> <p><b>NON COMPLIANCE</b></p> <ul style="list-style-type: none"> <li>• Leaving the class without permission</li> <li>• Refusing reasonable requests</li> <li>• Refusing to do work</li> <li>• Not following playground rules</li> <li>• Returning to class late after recess/lunch</li> <li>• Littering the class/school</li> <li>• Play fighting</li> <li>• Climbing trees/fences</li> <li>• Chewing gum</li> </ul> <p><b>HARASSMENT</b></p> <ul style="list-style-type: none"> <li>• Minor teasing</li> <li>• Deliberately spoiling games</li> <li>• Minor disruption to the teaching and learning environment</li> <li>• Pushing others</li> </ul> <p><b>ALL MINOR BEHAVIOURS THAT ARE ON-GOING WILL BE CLASSED AS MAJOR BEHAVIOURS AND MUST BE ON SAMS</b></p>	<ul style="list-style-type: none"> <li>• Peg Chart</li> <li>• Time out in class</li> <li>• Buddy Class time out</li> <li>• Reflection</li> <li>• Solving the Problem</li> <li>• Playground withdrawal</li> <li>• Communication with parents/care givers</li> <li>• Student doing class work in own time</li> <li>• Apologise to victim/staff</li> <li>• Student placed on behaviour plan</li> <li>• Picking rubbish</li> <li>• Minutes insides (miss out on play)</li> <li>• Walking with duty teacher</li> <li>• Completing unfinished work with the teacher/outside</li> <li>• Write an apology letter</li> <li>• Write up a behaviour contract- If I do this again... (student directed consequence)</li> <li>• Make it right/restorative justice</li> <li>• Minus Dojo points</li> <li>• Sitting out from play for a small time</li> <li>• Student tells parent what their Behaviour is</li> <li>• Miss out on Fun Friday</li> </ul>

# Major Behaviours

MAJOR	POSSIBLE CONSEQUENCES
<p><b>DISRUPTION TO TEACHING AND LEARNING</b></p> <ul style="list-style-type: none"> <li>• Constant disruption to the teaching and learning environment</li> </ul> <p><b>ASSAULT</b></p> <ul style="list-style-type: none"> <li>• Physical assault/violence towards others with intent to hurt</li> <li>• Biting</li> <li>• Spitting at people</li> <li>• Verbal assault including swearing directed at adults</li> <li>• Sexual assault – exposing sexual parts</li> <li>• Racial assault</li> <li>• Obscene or objectionable words/gestures</li> </ul> <p><b>VANDALISM</b></p> <ul style="list-style-type: none"> <li>• Throwing objects in the classroom/playground</li> <li>• Property damage</li> </ul> <p><b>STEALING</b></p> <ul style="list-style-type: none"> <li>• Stealing from school, staff or other students</li> </ul> <p><b>BULLYING</b></p> <ul style="list-style-type: none"> <li>• Stalking with intent</li> <li>• Persistent bullying</li> <li>• Inappropriate communication</li> <li>• Physically or verbally threatening others</li> </ul> <p><b>ABSCONDING</b></p> <ul style="list-style-type: none"> <li>• Running away from school grounds</li> <li>• Out of class without permission and causing disruption to others</li> <li>• Returning to class late after recess/lunch</li> </ul> <p><b>DEFIANCE</b></p> <ul style="list-style-type: none"> <li>• Refusing to go to buddy timeout</li> <li>• Continued disruptive/disobedient behaviour in classroom/playground</li> </ul> <p><b>POSSESSION OF WEAPONS OR SUBSTANCES</b></p> <ul style="list-style-type: none"> <li>• Possession and/or use of dangerous weapons</li> <li>• Possession and/or use of banned substances</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Restorative Justice mediation</li> <li>• Repairing vandalism</li> <li>• Paying for vandalism</li> <li>• Loss of privileges such as excursions, sports events, camps and performances</li> <li>• Student placed on behaviour plan</li> <li>• Involvement of AIEWs as needed</li> <li>• Communication with parents/care givers</li> <li>• Internal Suspension</li> <li>• External Suspension</li> </ul> <p><b>ALL MAJOR BEHAVIOURS MUST BE ENTERED ONTO SAMS</b></p>

# THE ANT AND THE ELEPHANT PROCESS FOR WORKING THROUGH PROBLEMS

**Explicitly teach in Week 1 of each year.**

**As a class create Ant poster problems and Elephant problem posters**

Students are asked if the problem is an “ant” or an “elephant”?

The reason we ask students to identify if the problem is an “ant” or an “elephant” is because we want students to build up the skills to identify when they can be resilient enough to solve the problem and when they need to involve an adult to help them solve the problem. This is an important life skill.



An ant problem is something small that they can work out a solution for themselves – eg student A teases student B is an ant problem because student B should be able to ignore the minor teasing and if it continues then student B informs the teacher.



An elephant problem is something much bigger that requires an adult to help the students to work out a solution – eg student A hits student B for no apparent reason and continues to punch student B. In this case student B needs to inform the teacher immediately and ask the teacher to sort it out. The teacher then takes the appropriate action.

**Note: You can also refer to the thermometer in the YCDI program**



# Entering behaviour onto SAMS

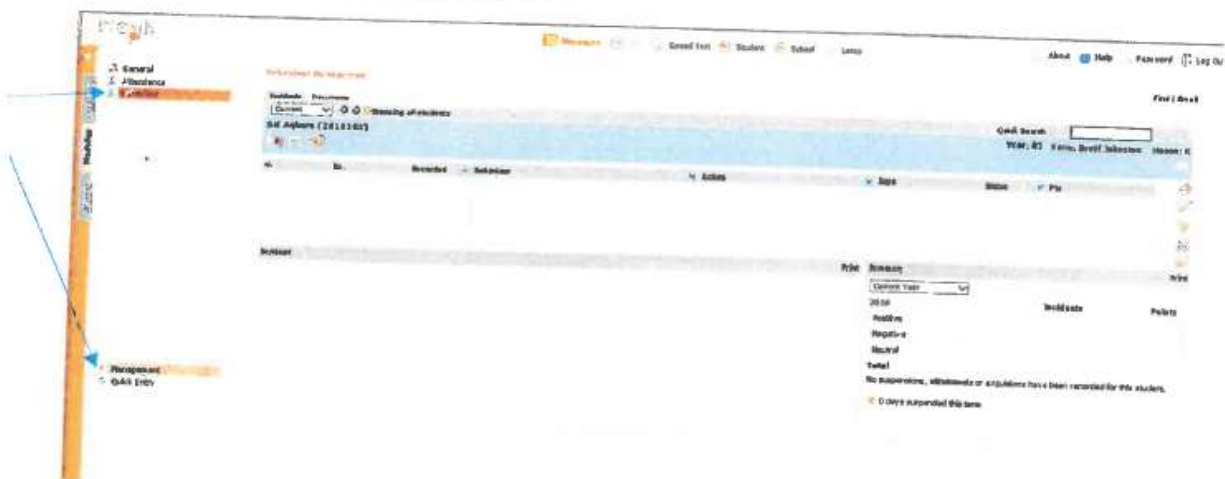
It is the teacher's responsibility who has dealt with the incident to enter all behaviour incidents onto Sams. If an incident happens at recess/lunch, the duty teacher must enter onto Sams and then inform the classroom teacher that an incident has been entered.

## Behaviour incidents onto SAMs

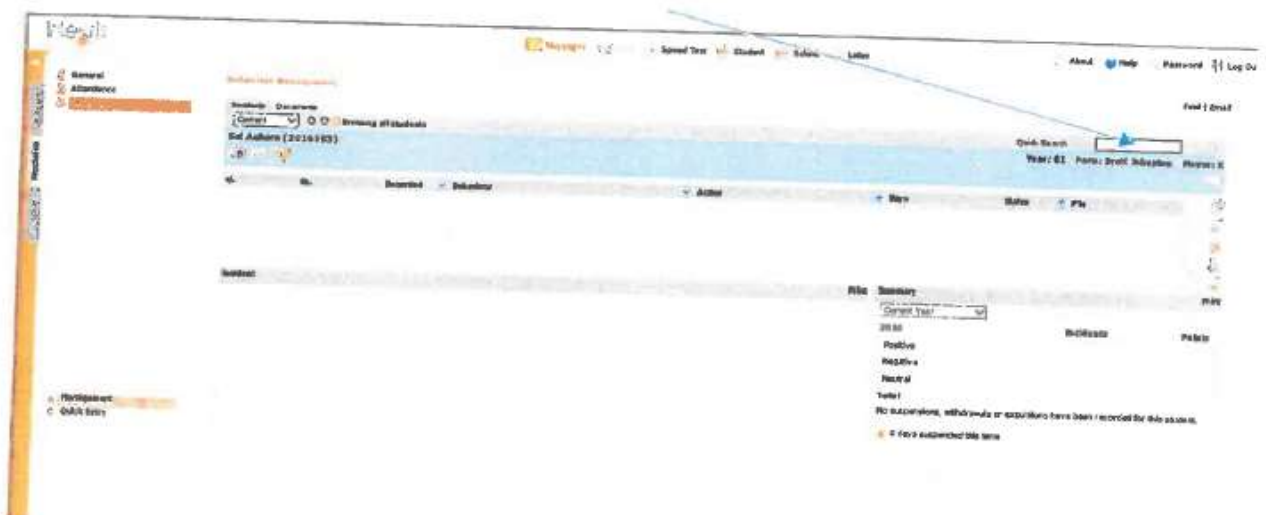
1. Click on Modules on the left hand side



2. Click on Behaviour and then Management



3. Type the students surname into the Quick search



4. Click on the "+" and then identify if it a positive, negative or neutral behaviour

The screenshot shows a web application interface for managing student incidents. At the top, there's a search bar and a table of incidents for student 'Sol Agharu' (ID: 20161055). The table has columns for No., Record, Behaviour, Action, Date, Status, and Pps. A modal window titled 'Add Incident' is open, prompting the user to 'Select whether to add a positive, negative or neutral behaviour'. It has three radio buttons: 'Positive', 'Negative', and 'Neutral'. Below the modal, there's a 'Print Summary' button and a table showing incident statistics for the year 2016: Positive (0), Negative (0), Neutral (0), and Total (0). A message states 'No suspensions, expulsions or expulsions have been recorded for this student' and '0 days suspended this term'.

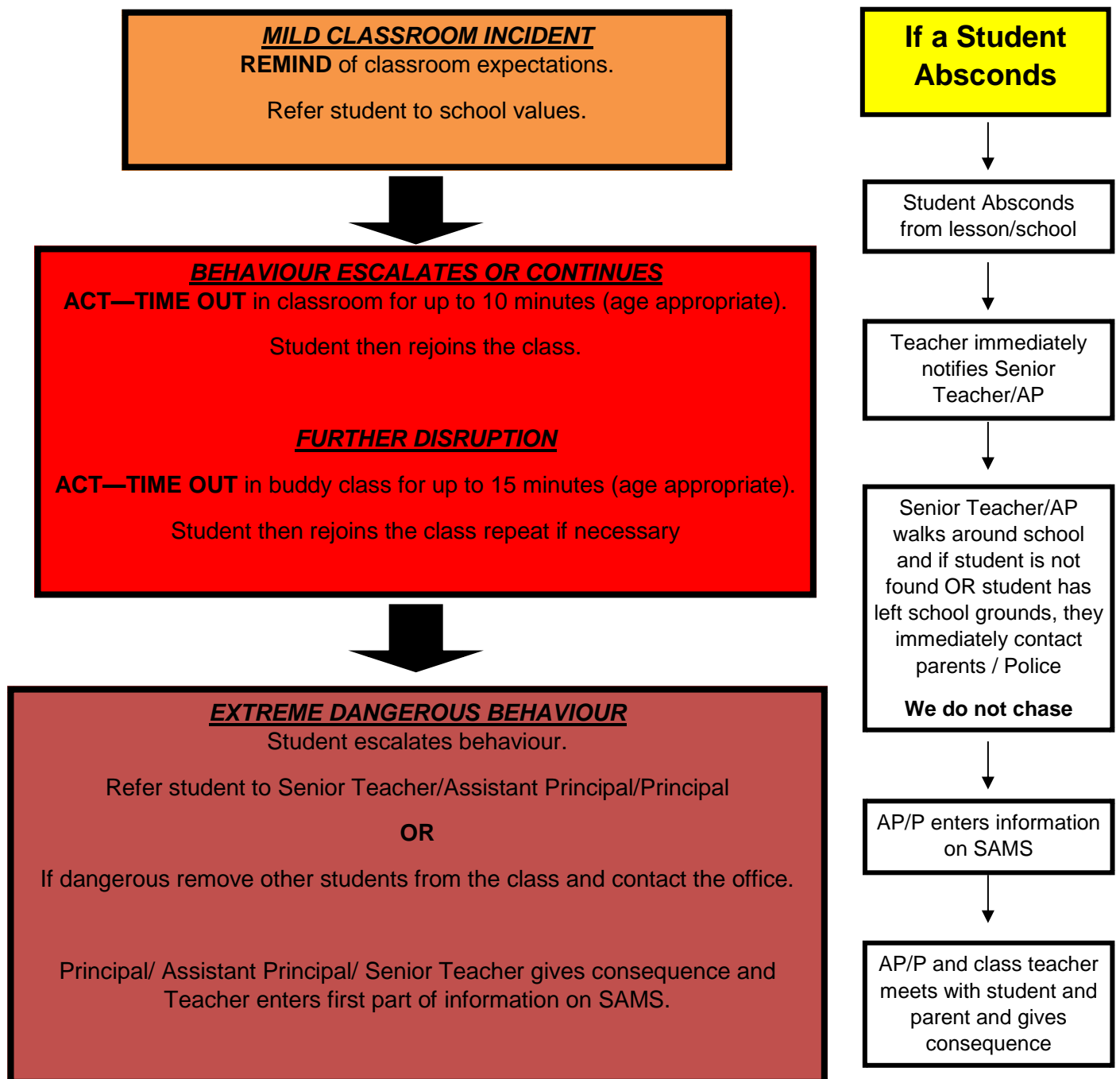
5. Complete all details about the incident and then click save.

Ensure information is written factually without emotion.

The screenshot shows a detailed incident form titled 'Add Incident'. The form has several sections: 'Incident Details' with fields for Date, Time, Location, and a large text area for the incident description; 'Student Details' with fields for Student ID, Name, and Class; 'Teacher Details' with fields for Teacher ID, Name, and Class; and 'Incident Details' with fields for Incident Type, Date, Time, Location, and a large text area for the incident description. The form is titled 'Add Incident' and has a 'Save' button at the bottom. The form is titled 'Add Incident' and has a 'Save' button at the bottom.



*“Rules without Relationships=Rebellion”*







The decision to send a student directly to the AP/P should be based on:

- Violent behaviour towards self / others / severe property destruction, unpredictable verbal or physical outbursts ie continuous swearing directly at someone), **extreme** non-compliance, malicious behaviour with deliberate intent.
- Steps of classroom timeout, buddy timeout and then calling Senior Teacher if the student is still consistently interrupting the teaching environment.
- If Senior Teacher if involved, consequences lay with the senior teacher

# Reflection Sheet

## Reflection Sheet

*Aiming High Through: Respect, Achievement and Responsibility*

 <p>What happened? How did you behave?</p>	 <p>Who has been hurt or harmed?</p>	 <p>What were you thinking? How did you feel?</p>	 <p>How are you going to be part of the solution?</p>
Name:	Class:	Date:	Reflection Teacher Sign:

Re-entry Plan: **Next time** how will you behave, what will you do, think and feel? What should happen if this occurs again?

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Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

	Undercover	Library
	Playground	Toilets
	Classroom/Specialists room	
	Canteen	Basketball Courts
	Line up area	Bubblers

Minor Problem Behaviour	Major Problem Behaviour	Possible Motivation
<input type="checkbox"/> Off task <input type="checkbox"/> Out of seat <input type="checkbox"/> Chatting <input type="checkbox"/> Calling out <input type="checkbox"/> Not listening to instructions <input type="checkbox"/> Making inappropriate sounds/noises <input type="checkbox"/> Talking when they should be listening <input type="checkbox"/> Rolling/crawling around the classroom <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Leaving the class without permission <input type="checkbox"/> Refusing reasonable requests <input type="checkbox"/> Refusing to do work <input type="checkbox"/> Not following playground rules <input type="checkbox"/> Returning to class late after recess/lunch <input type="checkbox"/> Littering the class/school <input type="checkbox"/> Not completing class work <input type="checkbox"/> Play fighting <input type="checkbox"/> Climbing trees/fences <input type="checkbox"/> Minor teasing <input type="checkbox"/> Deliberately spoiling games <input type="checkbox"/> Minor disruption to the teaching & learning environment	<input type="checkbox"/> Constant disruption to the teaching and learning environment <input type="checkbox"/> Physical assault/violence towards others with intent to hurt <input type="checkbox"/> Biting <input type="checkbox"/> Spitting at people <input type="checkbox"/> Verbal assault including swearing directed at adults <input type="checkbox"/> Sexual assault-exposing sexual parts <input type="checkbox"/> Racial assault <input type="checkbox"/> Obscene or objectionable words/gestures <input type="checkbox"/> Throwing objects in the classroom/playground <input type="checkbox"/> Property damage <input type="checkbox"/> Stealing from school, staff or other students <input type="checkbox"/> Stalking with intent <input type="checkbox"/> Persistent bullying <input type="checkbox"/> Cyber bullying <input type="checkbox"/> Physically or verbally threatening others <input type="checkbox"/> Running away from school grounds <input type="checkbox"/> Out of class without permission and causing disruption to others <input type="checkbox"/> Continued disruptive/disobedient behaviour in class/playground <input type="checkbox"/> Possession and /or use of dangerous weapons <input type="checkbox"/> Possession and /or use of banned substances	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Work not at student's level – too high or too low <input type="checkbox"/> Student hungry <input type="checkbox"/> Student tired <input type="checkbox"/> Other
<b>Explanation of the incident:</b>  Entered on SAMS: <b>YES / NO</b>		
<b>Consequences/strategies used before reflection</b>		
<input type="checkbox"/> Verbal warning <input type="checkbox"/> Time out in class <input type="checkbox"/> Buddy time out <input type="checkbox"/> Buddy class for a second time	<input type="checkbox"/> Kept in at recess/lunch by classroom teacher <input type="checkbox"/> Pick up rubbish <input type="checkbox"/> Walk with the teacher on duty <input type="checkbox"/> Other: _____	

What are some strategies that you could put in place to attempt to change this behaviour (if applicable)?

# Gray Primary School



Dear \_\_\_\_\_,

Gray Primary School follows a Restorative Approach as a way of responding to behaviour matters. As part of this approach, students may attend a Reflection session at lunch time in one of the classrooms. Students are required to reflect on the incident with a teacher and record what he/she needs to do to repair the harm. The student is supported to make a commitment to ensuring their behaviour changes in the future.

As Gray Primary School has made a commitment to keeping parents informed about all matters regarding their child/ren's behaviour at school, you are receiving this letter as notification that your child \_\_\_\_\_ attended a reflection session on the \_\_\_\_/\_\_\_\_/\_\_\_\_. This was a result of the following inappropriate behaviour:

☐ Assault (Physical / Verbal)

☐ Harassment / bullying

☐ Inappropriate use of Property

☐ Dangerous Act

☐ Disruptive Behaviour

☐ Other \_\_\_\_\_

You are encouraged to speak with:

☐ Classroom Teacher

☐ Senior Teacher

☐ Assistant Principal

☐ Principal

Kind Regards,

NAME

DATE

