



# Behaviour Management Processes





# Our School Values



1

## Respect

Thinking and acting in a way that shows others you care.



2

## Aspire

Be your best, reach your goals.



3

## Resilience

Being able to bounce back from challenges.



4

## Responsibility

Doing what is expected and owning your actions.

By following these key values the needs, wants and interactions of all community stakeholders are carried out in a manner which creates a productive whole school environment.



# Expectations Matrix



The school wide expectations matrix outlines the expected behaviours that should be demonstrated by the school community in specific areas. Staff refer back to the matrix when required to remind students of the expectations that exist.

<p style="text-align: center;"><b>At</b></p> 	<p style="text-align: center;"><b>In ALL Learning Areas</b></p> 	<p style="text-align: center;"><b>In Our Yard</b></p> 	<p style="text-align: center;"><b>When using ICT</b></p> 	<p style="text-align: center;"><b>While Eating</b></p> 	<p style="text-align: center;"><b>In the Toilets</b></p> 
<p style="text-align: center;"><b>We show Respect</b></p> 	<ul style="list-style-type: none"> <li>• Be an attentive listener</li> <li>• Follow instructions</li> <li>• Speak kindly to everyone</li> <li>• Allow everyone to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Play safely and fairly</li> <li>• Respect the rules of games</li> </ul>	<ul style="list-style-type: none"> <li>• Only use programs that are required.</li> <li>• Communicate appropriately when online.</li> <li>• Use headphones so others nearby aren't distracted.</li> </ul>	<ul style="list-style-type: none"> <li>• We put rubbish in the bin</li> <li>• We use our manners</li> </ul>	<ul style="list-style-type: none"> <li>• Give people space and respect their privacy</li> <li>• Use the toilet area properly and keep it clean</li> </ul>
<p style="text-align: center;"><b>We are Responsible</b></p> 	<ul style="list-style-type: none"> <li>• Take care of our belongings and learning space</li> <li>• Be organised ready to learn</li> <li>• Move safely</li> <li>• Own our behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Move around safely in the right spaces</li> <li>• Look after and return the equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Recharge devices after you use them.</li> <li>• Carry devices in a safe way.</li> <li>• Keep food and drinks away from devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep our eating areas clean</li> <li>• Take uneaten food home in our lunch box</li> <li>• We eat our own food</li> </ul>	<ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Turn the taps off</li> <li>• Put paper towel in the bin</li> </ul>
<p style="text-align: center;"><b>We display Resilience</b></p> 	<ul style="list-style-type: none"> <li>• Attempt activities with a growth mindset</li> <li>• Take risks and try new things</li> <li>• Bounce back when things are tricky</li> </ul>	<ul style="list-style-type: none"> <li>• Sort issues fairly before asking a teacher</li> <li>• <i>"Stay and play or move away"</i></li> <li>• Stay calm and make good decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient when waiting for programs and apps to load.</li> <li>• Ask a question of a friend if you are stuck.</li> <li>• Try multiple times before asking for an experts help.</li> </ul>	<ul style="list-style-type: none"> <li>• Move if you are being disturbed</li> <li>• Appreciate the food we have</li> <li>• Stay seated</li> </ul>	<ul style="list-style-type: none"> <li>• We are patient and wait our turn</li> <li>• Report any problems</li> </ul>
<p style="text-align: center;"><b>We Aspire to be our best</b></p> 	<ul style="list-style-type: none"> <li>• Everyone can be a good leader</li> <li>• Set goals and challenge yourself</li> <li>• Try your hardest</li> </ul>	<ul style="list-style-type: none"> <li>• Set good examples for others</li> <li>• Treat others the way you like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Try new programs.</li> <li>• Create things rather than copy them.</li> <li>• Understand the ICT agreement.</li> <li>• Be a 'Techspert' if you see someone needs help.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the bins and pick up extra rubbish you see.</li> </ul>	<ul style="list-style-type: none"> <li>• Move straight to and from the toilet</li> <li>• Go during lunchtimes and break times</li> <li>• Encourage others to make good choices</li> </ul>

## Positive Consequences



- Teachers will actively award Dojo points when students demonstrate the school's values. Respect, Resilience, Responsibility, and Aspire.
- The teacher awarding the points is responsible for adding these points to the students' Dojo.
- Awards presented at assembly will reflect the school values  
ie. John– for showing respect by picking up rubbish in the yard.
- \*Class Dojo may coincide with classroom reward systems.
- \*Year level teams will decide on regular rewards for their students.



# School Yard Consequences



## Examples of Behaviour

- Playing with no hat
- In the classroom before the teacher, or during recess or lunchtime without permission.
- Riding bikes or scooters in the schoolyard.
- Playing chasey in or around the buildings

- Disrupting the play of others - interfering with games
- Disrespecting the belongings of others -taking property that belongs to other children or school property
- Not respecting the rights of others
- Putdowns - verbal and non-verbal
- Dropping rubbish or eating in the wrong area

- Leaving the classroom or school ground without permission
- Ignoring or disobeying: not following instructions or directions of a person in authority (eg. teacher or parent volunteer)
- Physical Violence: punching, kicking, spitting, biting, throwing objects e.g. stones
- Verbal & Emotional Violence: swearing, teasing, bullying, threatening, intimidation
- Vandalism: inappropriate use of or damaging of school property

## Consequences

- Warnings to student, refer to expectations matrix and incident recorded.
- Repeated behaviour will warrant - Community Service.

- Duty teacher will inform the classroom teacher.
- Duty teacher will record negative incident in Sentral.
- First offence– Community service.
- Repeated offence– Reflection Time

- Duty teacher will inform the classroom teacher.
- Duty teacher will record incident in Sentral.
- Reflection Time —letter home.
- 4 x Level 3 incidents in one term results in After School Detention.
- Further action to be in line with DEECD guidelines.



Level 1  
yard.yard.yard

Level 2  
yard.yard.yard

Level 3  
yard.yard.yard

# Classroom Consequences

1st time

## Verbal Warning:

- Discuss with the student the relevant area of the Expectations Matrix



2nd time

## Second Warning and Relocation within classroom:

- Recorded in Sentral at teacher's discretion, student completes the task in an alternate space, may result in some community service

3rd time

## Removal from room & Reflection Time:

- Student removed to the office, or to another classroom
- Incident recorded in Sentral by teacher
- Reflection Time and reinforcement of the Expectations Matrix completed at the next lunch break

Ongoing

## Parent contact

- Ongoing behaviours will result in contact with parents and an implementation of a Behaviour Improvement Plan in line with DEECD guidelines



# Reflection Time Procedure

- Level 3 behaviours result in 25 minutes of Reflection Time during lunch time.
- Repeated Level 2 behaviours result in the same consequence.



## Reflection Time Stage

## Individuals Involved



At the beginning of lunchtime, Reflection Time teacher checks the Sentral program for children who are required to complete a reflection and collects the necessary documents.

- Student
- Reflection Time teacher



Teacher and student discuss the expectation that was not followed and refer to the Expectation Matrix.  
Student completes the Reflection form, outlining the expectations that were not met and alternatives they may use if the incident occurred again.

- Student
- Reflection Time teacher



Teacher prints the parent notification form for each student.  
The student reflection sheet and the notification form are sent home to inform parents of incidents, while a copy is made to keep on file at school. (Placed in class teachers pigeon hole)

- Reflection Time Teacher
- Parents / Caregivers
- Classroom Teacher



After completing 3 Reflections within one term, a warning of After School Detention Notice will be issued to the child's parent via the Principal/Assistant Principal.  
Another Reflection Time incident in that term will result in an After School Detention.  
This is negotiated between the school and parent.

- Principal / Assistant Principal
- Parents / Caregivers
- Student

Note: An Individual Behaviour Plan overrides the Reflection Time process.

# White Hills PS Behaviour Management Process

## Reflection Time for Prep



Reflection Time — Student's teacher will discuss the student's behaviour in the classroom. Record incident on Sentral and mark complete.

Principal/Assistant Principal/Team Leader to support if required.



Prep student is walked to Reflection Time room by Prep teacher. Prep teacher will support the student with their first two reflections.



Reflection Time in accordance with School behaviour management process.



Reflection Time in accordance with School behaviour management process.

\*If child is distressed, Term 2 processes to be followed.

\*Prep teachers to be informed of a Level 3 behaviour by a duty teacher.

\*Prep students who receive a reflection time on a Friday, will complete their reflection time prior to the end of the day where possible.