

BEHAVIOUR MANAGEMENT SYSTEM (PP – Yr 6)

The main purpose of our Behaviour Management System is to encourage students to take responsibility for their behaviour and to accept the consequences of their own actions. To achieve this we have two main components to our plan:

1. A Reward System
2. A Consequence System

REWARD SYSTEM – Whole School Approach

Each child in the school will have a coloured card with a grid system containing 40 squares. This is kept on their desks at all times. Children being observed exhibiting an appropriate behaviour may receive a stamp in a box on their card. When the whole card has been filled, the child visits the deputy principal or principal to receive a further reward. There are 9 cards that need to be completed throughout the year. The rewards are as follows:

Card 1	Pencil
Card 2	Eraser
Card 3	Book Mark
Card 4	Ruler
Card 5	Highlighter
Card 6	Sharpener
Card 7	Coloured Pencils
Card 8	Coloured Markers
Card 9	Water bottles

This system ensures that those students exhibiting appropriate behaviour will be recognised and rewarded.

CONSEQUENCE SYSTEM – Whole School Approach

The consequence system ensures students, staff and parents are fully aware of the consequences of inappropriate behaviour. In any one day a student can receive up to four consequences before parents are informed. Please note this system restarts with no consequences at the beginning of each day. Each consequence is recorded on a class sheet which is sent to the office every Friday. By doing this we are able to monitor the behaviour of individual students over a period of time and then work closely with the teacher and parents in trying to improve the behaviour of the child. The consequences are as follows:

First Consequence	Warning	The child receives a verbal warning
Second Consequence	Warning X	The child is sat at a desk by themselves for a period no longer than 30 minutes. The child continues on with their work during this time.
Third Consequence	Warning X X	Sent to the office where the child is ask to reflect on his/her behaviour. The child fills out a “Think Sheet” where they reflect on their behaviour and state how they SHOULD have behaved.

The child remains in the office no longer than 30 minutes. The “Think Sheet” is filed by the teacher.

Fourth Consequence Warning X X X

The child is sent to the Principal or Deputy Principal where the student must ring their parents and explain what they have done wrong. The school then negotiates with the parents for a detention time at lunch OR after school. Students will be suspended if behaviour is severe.

The above system can be modified to accommodate individual children. This will be structured in consultation with parents.

Students who have been identified as having extreme difficulty in managing their own behaviour will be placed on an Individual Behaviour Plan. This plan will be developed in consultation with parents, teacher, school psychologist and principal. This plan will outline strategies for managing the student and a review date each term. A copy of this plan (or strategies to deal with behaviour) will be given to all staff and relief teachers who have contact with the student.

This approach ensures that all staff, students and parents are aware of the consequences for inappropriate behaviour. Some parents may be concerned that students progress through the reward system faster than others. Usually this has been determined by comparing the performance of their own children. Whilst staff endeavour to be consistent across the school, we do not try to ensure that all students progress at the same rate. Each child is treated as an individual and as a direct result, each child will progress through the system at their OWN rate. There is no expectation that all students will complete all nine cards. It is a good idea to discuss this system with your children to emphasise this point.

If you have any queries please do not hesitate to contact myself on 9553 0600.

Kind regards



Geoff Miller
Principal