



Mary MacKillop Catholic College

Behaviour Management Plan

“Any teacher who wants to, can make a difference”

It is our belief at Mary MacKillop Catholic College that it is the action not the child that requires attention. To change the action you must change the thinking. Please remember that our students are to be treated with respect and dignity. They are to be spoken to kindly and gently even when enforcing rules. The key is to build a positive relationship with the child. Using negative comments and raising your voice is not accepted. Our behaviour management policy is about making the correct choices. It is very important that we as professionals, model the five Keys to Success (Getting Along, Confidence, Organisation, Persistence, Resilience) when dealing with situations.

Classroom Management

The following plan will be active in all classrooms. The understanding behind this action is based on the following premises.

- All students have a right to learn in a classroom
- Teachers have the right and responsibility to teach
- All people are to be treated with respect and dignity
- People are responsible for their own actions or choices and must bear the consequences of these.

RESPECT involves:

- Separating the behaviour from the person
- Allowing the consequences to do the teaching
- Using private, rather than public reprimands
- Taking students aside to focus on what they should be doing
- Avoiding holding grudges
- Re-establishing the **“RELATIONSHIP”** after correction

ESTABLISHMENT PHASE (usually at beginning of year, but revisited each term)

Student Code of Behaviour - emphasis on the 4R's

1. **Rights** (*to feel safe at school, to learn to the best of their ability, to be treated with dignity and respect*)
2. **Responsibilities**
3. **Rules**
4. **Routines**

4 fundamentals of behaviour management

1. Prevent and minimise

2. Encourage & Correct

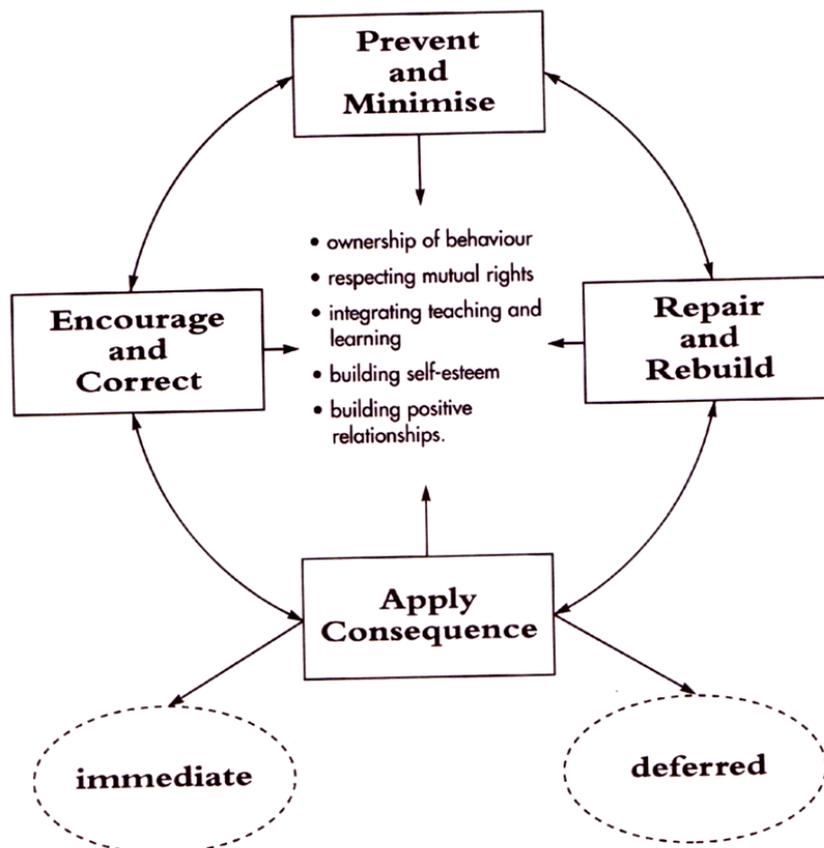
- *Principle of least –to-most-intrusive correction.*
- *Use behaviour specific feedback*
- *Balancing correction with encouragement, support and re-establishment of working relationships.*
- *“Hard on the behaviour, soft on the person”*

3. Apply Appropriate Consequences

- *All behaviour has outcomes (positive & negative)*
- *Outcomes relate to how the rights of others are affected by one’s behaviour.*

4. Repairing and rebuilding

- *Students are still accepted as members of class/school.*
- *Deal with natural bad feelings that go with facing consequences and punishments.*
- *Emphasise reconciliation (re-peace-ing)*
- *Provide a model of reconciliation*



Balancing the key facets of behaviour management.

Figure 2 © B Rogers 1995,
see also *The Language of Discipline*, Rogers 1994, Northcote House.

Four Level Colour Coded Behaviour Management Plan

Mary MacKillop Catholic College Behavioural Management Plan is a colour coded levelled plan which uses positive reinforcement to encourage all students to display expected behaviour. The system works from Gold Level to Orange Level to Blue Level and finally to Red Level. All students start on Gold and will only move through the other colours if their behaviour deteriorates. Positive behaviour is rewarded while negative behaviour has a series of clear consequences. Every week is a new beginning for all students – everyone starts the week on gold to begin the new week (except if they reach red level and are placed on an individual behaviour program).

| | |
|---------------|--|
| Gold | <p><i>Cooperative (Great) Behaviour</i></p> <p>This is where every child starts and hopefully stays! We encourage all students to stay on Gold through expectations, modelling, positive reinforcement and rewards. It is the level to strive for...the level where we want all students to be! At the end of each week all students on Gold are given 20 mins of free time each Friday as a reward and at the end of each term all those who have stayed on Gold are rewarded with a party, pizza lunch, trip to the movies or pool, certificate or other such activity.</p> |
| Orange | <p><i>Low level, infrequent negative behaviours</i></p> <p>Students are given 3 chances in this level. If they receive 3 strikes in Orange they immediately go to Blue level.</p> <p>At the end of the week all students go back to Gold.....given a new beginning!</p> <p>Eg. Rudeness, not following directions, not co-operating.</p> |
| Blue | <p><i>Low-Medium level negative behaviours which occur frequently</i></p> <p>Students are placed on blue level if they continue to display orange behaviours or if they display any blue level behaviours. Blue level requires students to complete two days of detention (morning tea and lunch).</p> <p>At the end of the week all students go back to Gold.....given a new beginning!(Unless they are placed on Blue on the Friday..they must complete their detentions before returning to Gold).</p> <p>Eg. Persistent Rudeness, lying, teasing, defying authority.</p> |
| Red | <p><i>High level serious negative behaviours or continued use of any negative behaviours from previous levels</i></p> <p>This is the final straw! Once on red level, students will need to be sent to the principal. For ongoing behavioural problems a contract will be developed with student, teacher and parent collaboration. Consequences will be included and signatures will be required.</p> <p>After a designated time the student will go back to Gold level.....given a new beginning!</p> <p>Eg. Persistent misbehaviour, vandalism, violence.</p> |

PLAYGROUND MANAGEMENT

This level system will apply in all school situations, classroom and playground.

PLEASE NOTE:

Only the classroom teacher has the right to place a child on a level. Teachers on duty must report all behaviour incidents/concerns to the classroom teacher at the end of playground duty. The classroom teacher will then decide the consequence for the child.

Classroom teachers can only move a child to BLUE or RED levels in consultation with someone from Leadership.

When you are on playground duty it is your duty of care to provide the students with a safe, supportive environment. To be able to do this you must be aware of what is happening around you. Awareness brings prevention and can often defuse a situation before it escalates. To be able to do this you must move around, speak to the students and generally be aware of what is going on. Much negative behaviour can be avoided if all comply with the daily routine procedure.

Behaviour Management

We have added incomplete homework to the list of unwanted behaviours. At the beginning of the year you need to explain this to students and parents.

HOMEWORK:

1. HOMEWORK is expected to be completed on time. (The amount set needs to be reasonable).
2. If you set homework or assignments to be completed by a certain date...then you **must** expect that EVERY student will hand them in on or before that date. It is not fair and does not set a good example, if some students walk in the day before or the day homework/assignment is due and get away with not handing it in on time. Be consistent! There may be some exceptions if you have a request from a parent for an extension due to illness or other family circumstance. However, these would be given prior to the due date and you would need to consider whether the child had adequate time to complete the task prior to the illness or situation.
3. So the process is:
 - Give students a clear description/explanation and example of how you expect homework to be set out. Don't **assume** they know what to do!
 - Make sure that every child has the homework written down accurately.
 - **Modify** homework for those students who will not cope with general load.
 - Explain when homework is due and where it will be placed in the classroom when complete (homework box, shelf, etc).
 - Make sure all students realise that if the homework is not completed to the expected standard (neatness) and by the expected date, they will be put straight onto orange. For example, if homework is due on Friday and they do not hand it in or it is incomplete, they will start the next week on Orange!
 - Hopefully this will encourage everyone to complete homework. You will have to monitor those who are put on orange.
 - REPEAT OFFENDERS: After 3 turns on Orange for homework, the 4th time would mean the student goes straight to BLUE....this means detention.
 - Contact parents if students are not completing homework...they may be unaware or there may be a situation at home that we don't know about.

Reminders:

Homework should be revision of concepts covered in class not new information.

Full assessment tasks should not be set for homework! Students should be given enough class time to complete at least the rough draft of an assignment to ensure that the work is their own This will also allow you to give a mark if an assignment is not complete. There should be clearly outlined consequences for incomplete assignments (as well as homework).

| Levels | Behaviours | Steps and Procedure | Consequences |
|---------------|--|---|---|
| Gold | Positive behaviours: Polite and well mannered; follows the rules; completes work; kind; helpful; listens; co-operates; wears the uniform neatly; | Positive affirmation of great behaviour | Free time at the end of the week If you remain on Orange or Gold all term you will receive a reward at the end of the term |
| Orange | Not answering bells immediately. No hat no play Not playing in the correct areas or being in the wrong place. Not following the teacher's instructions. Running on concrete or bitumen areas . Jumping over or running along seats. Being in or near classrooms unsupervised. Playing in or near the toilets. Riding bikes in the school grounds. Squirting water or choosing inappropriate behaviour. Not speaking politely to another person. Carelessly interrupting other people's conversations, games or activities. Not sitting sensibly when eating lunches. Not waiting sensibly for lifts and buses after school. Not using simple manners such as please and thank you when speaking or requesting something from another person. Not caring for your uniform, books, lunches or school bags. Deliberately leaving people out of games or activities. Running or walking through gardens Shirts hanging out Taking other children's hats Not sitting quietly at pick up area Littering in the school | <ol style="list-style-type: none"> 1. One Warning/Correction/Reminder 2. Name written on board 3. Cross marked next to name 4. 2nd Cross marked next to name....then... <p>THINKING TIME (time out) in classroom – 5 min max. (laminated "THINKING SHEET") After time out student is given a verbal re-entry directive, stating specific behaviour expectations. (Eg. 'Johnny, you are to come back to your desk and sit quietly with your hands and feet to yourself')</p> <p>Student stays on orange for the remainder of the week</p> | "Thinking Time" in the classroom No free time at the end of the week |

| Levels | Behaviours | Steps and Procedure | Consequences |
|--------|--|--|--|
| Blue | <p>Playing with sticks, stones or any other objects that might hurt someone or damage something.</p> <p>Pushing, kicking, punching, slapping or tackling another person in a deliberate situation.</p> <p>Lopping and breaking agapanthus</p> <p>Using inappropriate language and being persistently rude</p> | <p>If the behaviour from orange level persists or escalates to the types of behaviour listed in blue level or child refuses to return to class, the student is sent to the TIME OUT desk in the adjoining classroom, where they will complete a <i>REFLECTION SHEET</i>. After 10 mins timeout the student re-enters their classroom, hands the <i>REFLECTION SHEET</i> to the Teacher (to be filed and kept as a record) and provides an apology. Note that this is not the time for an in-depth follow up! (Teacher needs to have a conversation with the student regarding the situation at the next opportune time eg. Morning Tea)</p> <p>If the student has no further incidents for the rest of the week whilst on Blue and is really trying to follow classroom and school rules then they go back to Gold</p> | <p>Timeout in neighbouring classroom</p> <p>Fill in reflection sheet</p> <p>Attend two morning tea and two lunchtime detention sessions for the week</p> <p>Parent notification by classroom teacher (Blue Slip)</p> |
| Red | <p><u>Deliberately</u> throwing sticks, stones or any other objects that might hurt someone or damage something</p> <p>Deliberately swearing at a staff member or using rude or offensive talk.</p> <p>Engaging in obvious bullying behaviour.</p> <p>Fighting or overly aggressive behaviour on the playground</p> <p>Vandalism or abuse of any school property</p> | <p>If the student refuses to appropriately re-enter their classroom or re-enters but repeats the negative behaviour, or displays other negative behaviours (as listed), they are sent to the Principal/Deputy with an explanation sheet and some appropriate work to be completed while waiting.</p> <p>An explanatory note will be sent home to the parents by the principal/deputy.</p> | <p>Sent to the office.</p> <p>Interviewed by principal</p> <p>Parent notified by principal, meeting arranged to discuss an appropriate management program to be set in place</p> <p>Program will include: Internal suspension for all lunch times and may include possibly no excursions, camps or school representation</p> |

Overview of Level Procedures for Classroom and Playground

| LEVELS | CLASSROOM | PLAYGROUND |
|---------------|--|--|
| Gold | Student stays on Gold if behaving properly | All students start each play time/lunch break on gold. |
| Orange | <p>They receive 3 warnings (verbal, name on board, cross next to name)</p> <p>The 4th reprimand (2nd cross next to name) = 5 min thinking time and a move to orange level</p> <p>Student has to be asked to re-enter the class group any further behaviour of this kind results in the child going to blue.</p> | <p>They receive 3 warnings</p> <p>The 2nd reprimand = 5 min thinking time (5 min thinking time in a designated area/no play for 5 min.)</p> <p>Student has to be asked to re-enter the play ground any further behaviour of this kind results in removal from area and Leadership being informed.</p> <p>The teacher on playground duty who has witnessed the negative behaviour will inform the classroom teacher at the end of the duty. (Teacher will then consider this in relation to student's behaviour level within the classroom to decide consequence.)</p> |
| Blue | <p>When a student is placed on blue level they will be sent to the neighbouring classroom for 10 mins to complete the Time out Reflection Sheet.</p> <p>They will then need to attend all detention sessions for the rest of that week.</p> <p>A blue note is sent home to parents explaining the child's behaviour.</p> <p>Any further negative behaviour will result in the student being put onto red level.</p> | <p>The teacher on playground duty who has witnessed the negative behaviour will inform the classroom teacher at the end of the duty. (Teacher will then consider this in relation to student's behaviour level within the classroom to decide consequence.)</p> |
| Red | <p>If student is placed on red level they will be sent to the office.</p> <p>Interviewed by principal (or other member of leadership)</p> <p>Parent notification by principal and meeting arranged to discuss the appropriate discipline program to be set in place for this student.</p> <p>Program will include: Internal suspension for all lunch times.</p> <p>And, possibly no excursions, camps or school representation (depending on number of times on levels and the situation leading to this action)</p> | <p>Any high-level behaviour will result in the student being sent to the office.</p> <p>The teacher on playground duty who has witnessed the negative behaviour will inform the classroom teacher and Leadership at the end of the duty.</p> |

GOLD LEVEL

IN THE CLASSROOM

If you are on GOLD LEVEL you will:

1. be praised, encouraged and rewarded for your great behaviour
2. be able to join in all activities
3. be able to take part in "Friday Free Time"

IN THE PLAYGROUND

Students displaying negative behaviours will be spoken to by the duty teacher. If situation requires consequence, student will be given timeout and behaviour reported to classroom teacher.

GOLD LEVEL BEHAVIOUR

Being polite and well mannered

Following the rules

Keeping my hands and feet to myself

Raising my hand to speak in class

Completing my work neatly and carefully

Co-operating

Wearing my uniform correctly and neatly

Wearing my hat

Looking after my belongings

Being kind

Being helpful

Listening

Being a good friend

Taking turns

Lining up quietly

Playing nicely

Not pushing

Being inclusive

Eating my lunch sensibly

Sitting quietly at pick-up area

Picking up rubbish

Answering bells immediately

Not playing in the toilets

Walking my bike within the school grounds

Walking on the paths

Being on time to school

Taking care and pride in my work

ORANGE LEVEL

IN THE CLASSROOM

You will be given 3 warnings and if the negative behaviour continues you will be put on to ORANGE LEVEL.

You will:

1. be given a Verbal warning
2. have your name written on the board
3. have a cross marked next to your name
4. move to ORANGE LEVEL and be removed from all activities to have 5min Reflection Time within the classroom.
5. miss out on Friday Free Time
6. be recorded by classroom teacher on the orange level on the tracking sheet

IN THE PLAYGROUND

Students displaying negative behaviours will be spoken to by the duty teacher. If situation requires consequence, student will be given timeout and behaviour reported to classroom teacher

ORANGE LEVEL BEHAVIOUR

Not answering bells immediately.

Not following the teacher's instructions.

Running on concrete or bitumen areas.

Jumping over or running along seats.

Being in or near classrooms unsupervised.

Not sitting quietly at pick up area.

Riding bikes in the school grounds.

Not sitting sensibly when eating lunches.

Running or walking through gardens.

Deliberately excluding others.

Playing in or near the toilets.

Not wearing my hat.

Taking other children's hats.

Not playing in the correct areas.

Not speaking politely to others.

Littering in the school.

Shirt hanging out.

Squirting water or choosing inappropriate behaviour.

Incomplete homework.

Carelessly interrupting other people's conversations, games or activities.

Not waiting sensibly for lifts and buses after school.

Not using simple manners such as please and thank you when speaking or requesting something from another person.

Not caring for your uniform, books, lunches or school bags.

BLUE LEVEL

IN THE CLASSROOM

If you are on orange level and you continue the negative behaviour or display any of the blue level behaviours, you will be put on to BLUE LEVEL.

You will:

1. have Time out in another classroom
2. fill in Time out sheet
3. take a note home to inform your parents that you are on Blue Level
4. attend detention sessions within the week
5. miss out on Friday Free Time

IN THE PLAYGROUND

Students displaying negative behaviours will be spoken to by the duty teacher. If situation requires consequence, student will be given timeout and behaviour reported to classroom teacher

BLUE LEVEL BEHAVIOUR

Playing with sticks, stones or any other objects that might hurt someone or damage something.

Using inappropriate language and being persistently rude

Lopping and breaking agapanthus

Pushing, kicking, punching, slapping or tackling another person in a deliberate situation.

RED LEVEL

IN THE CLASSROOM

If you continue negative behaviour while on blue level or display any of the red level behaviours, you will be put on to RED LEVEL.

You will:

1. be sent to the office with work and a red slip
2. be interviewed by the principal (or deputy)
3. have your parents contacted by principal (or deputy)
4. have a meeting with principal and parents to discuss behaviour and set up a management program
5. be put on internal suspension
6. miss out on Friday Free Time
7. be considered for exclusion from excursions, camps and school representation.

IN THE PLAYGROUND

Students displaying negative behaviours will be spoken to by the duty teacher. If situation requires consequence, student will be given timeout and behaviour reported to classroom teacher

RED LEVEL BEHAVIOUR

Deliberately throwing sticks, stones or any other objects that might hurt someone or damage something

Fighting or overly aggressive behaviour on the playground

Deliberately swearing at a staff member or using rude or offensive talk

Engaging in obvious bullying behaviour.

Vandalism or abuse of any school property

