RICHMOND PRIMARY SCHOOL

Behaviour Management Guidelines

Supporting Documents		
Mobile Phone Guidelines	Zones of Regulation Guidelines	Anti-bullying Guidelines

Rationale

Richmond Primary School is a Positive Behaviour Support (PBS) school. We are committed to providing a safe, positive and inclusive learning environment where students are supported to develop positive behaviour, self-regulation and responsibility.

Our approach focuses on:

- explicitly teaching and modelling expected behaviours
- recognising and reinforcing positive behaviour
- providing opportunities for students to learn from mistakes
- using restorative and educative responses to inappropriate behaviour
- working in partnership with families to support students

Behaviour is considered within the context of the individual student, their needs and the school environment. Responses are fair, consistent and focused on supporting positive behaviour and maintaining the safety and wellbeing of all members of the school community.

Guiding principles

- Behaviour management is educative, restorative and supportive.
- Positive behaviour is promoted through explicit teaching, prevention and early intervention.
- Responses consider the individual student, the behaviour and its context.
- Decisions are fair, consistent and based on available information.
- The safety and wellbeing of students and staff are prioritised.
- Behaviour is documented and monitored where appropriate to inform support and planning.

Relevant School Policies

- Mobile phones – see separate policy
- Zones of Regulation – see separate policy
- Anti-bullying – see separate policy

Responsibilities

Administrators

- Support students, staff and families in responding to behaviour.
- Assist with planning and implementing support for individual students where required.
- Support consistent implementation of the school's behaviour processes.
- Maintain positive communication between school and home.

Teachers

- Establish safe, positive and inclusive learning environments.
- Explicitly teach and reinforce the school's Ready, Respectful and Responsible expectations.
- Apply the school's behaviour process consistently and appropriately.
- Document and monitor student behaviour where required.
- Seek administration support when behaviour is serious, repeated or requires additional intervention.
- Communicate with families where appropriate.

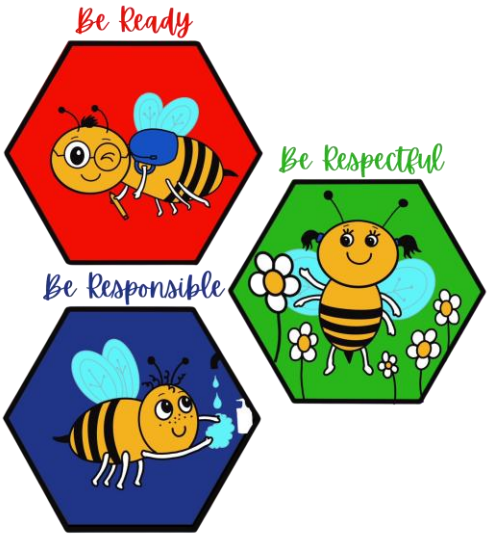
Students

- Follow the school's Ready, Respectful and Responsible expectations.
- Consider how their behaviour affects themselves and others.
- Participate in reflection and restorative processes when required.
- Seek help from a trusted adult when needed.

Parents

- Support the school's behaviour expectations and processes.
- Work in partnership with the school to support their child.
- Share relevant information that may assist the school to understand and support their child's behaviour.

Positive Behaviour in School (PBS)





Our Purpose

Our aim at Richmond PS is to establish and implement the Positive Behaviour Support (PBS) Framework in partnership with the school community.

Our approach will be to use best practice to explicitly teach positive behaviours to promote and acknowledge resilience and respect in all students.

Our aspiration is for students to be proud, engaged well-rounded members of the community.

Positive Behaviour Bee Tokens

Bee tokens are given to students that demonstrate one of the three school expectations, Ready, Respect or Responsibility.

- Each learning area will have a container filled with bee tokens.
- Students work together as a whole school for a common goal and reward.
- Students must fill all three containers to claim the reward – If one container is filled students should focus on the other school expectations.





Demonstrate value → Receive bee token → Student takes token to 'The Hive' → School fills all three containers → Whole school reward

Merit Certificates

Merit Certificate – this is the highest level of award for positive behaviour and is presented at assembly. It is given on merit by teachers for high level, positive achievement – excellent work, citizenship etc. Where possible teachers will correlate the award with the school values.

Classroom Positive Rewards and Reinforcements for appropriate behaviour

Classroom positive rewards and reinforcements may vary in classes based on teacher's Classroom Management Plan; these are some examples.

- Share success
- Display work
- Positive feedback
- Group rewards/ points
- Stickers
- Raffle tickets
- Class Dojo points
- Gold book

Responding to Inappropriate Behaviour

Richmond Primary School uses a consistent, supportive approach to help students understand expectations, reflect on their choices and develop appropriate behaviours.

1. Reminder: The student is reminded of the school or classroom expectations.
2. Redirection: The student is redirected towards the expected behaviour.
3. Relocation: The student may be moved within the classroom or to another learning space to refocus.
4. Reflection: The student is supported to reflect on what happened, who may have been affected and what they can do differently next time. A reflection sheet may be used to guide this process.

Reflection is an educative and restorative process, not a punishment. It may be completed with the classroom teacher or with a member of the administration team, depending on the circumstances.
The decision to contact parents and/or send the reflection sheet home will be made by the teacher and administration according to the nature and context of the behaviour. Not every reflection will require parent contact.

Formal Behaviour Response

Occasionally, behaviour may be sufficiently serious, or form part of a significant pattern, to require a more formal school response.

In these circumstances, administration will work with the student, family and relevant staff to address the behaviour and plan appropriate next steps. A Formal Behaviour Response will be completed and provided to parents/carers.

A meeting may be arranged involving the student, parent/carer and a school representative. The purpose of the meeting is to:

- establish a shared understanding of what occurred
- consider the impact of the behaviour
- identify any support the student may require
- agree on expectations and actions moving forward
- determine any appropriate consequences or follow-up.

This process does not replace the principal's authority to apply other responses, including suspension, where required.

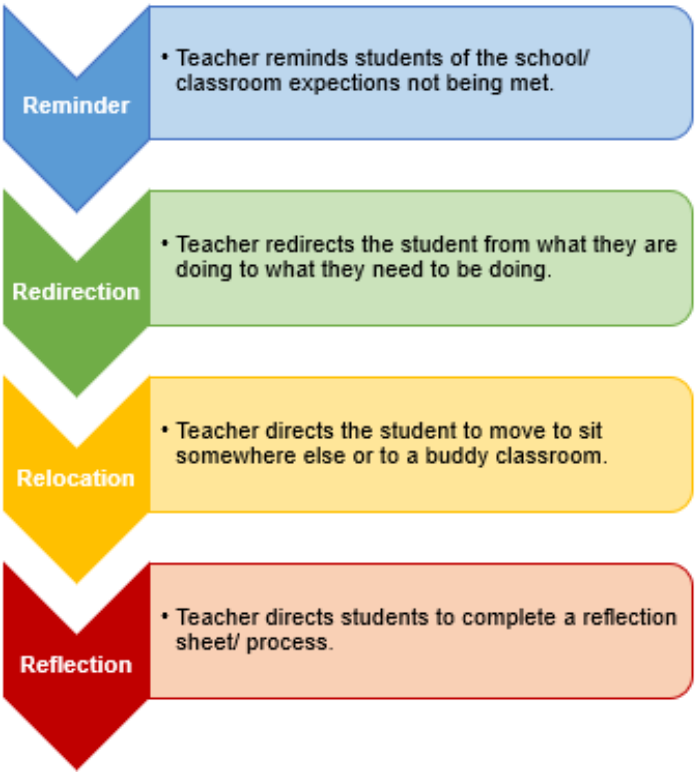
Behaviour Record

The Behaviour Record provides a simple way for staff to record and monitor patterns of student behaviour. It supports:

- Consistent communication between staff.
- Identification of behaviour patterns or emerging concerns.
- Planning of appropriate classroom and whole school supports.
- Evidence based communications with students and families.

The behaviour record is a monitoring and planning tool. Entries are used to help staff understand patterns of behaviour and determine appropriate support.

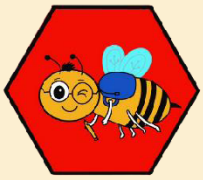
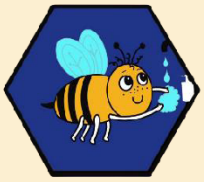
Date	Name	Reminder	Redirection	Relocation	Reflection	Comments
30/01	Rodger	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Talking x2 Throwing a rubber
01/02	Shelly	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Late to class
	Rodger	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Ready Respect Responsible	Not Following instructions Using equipment without asking



Rights and Responsibilities

Everyone at Richmond Primary School has the right to:	Everyone in our school community has a responsibility to:
• Feel safe and supported • Be treated with respect courtesy and fairness. • Learn and work in a positive environment. • Be heard and have concerns considered appropriately.	• Treat others with respect. • Contribute to a safe and positive environment. • Support learning. • Communicate respectfully. • Follow school expectations and processes. • Work together to resolve concerns and repair relationships.

Richmond Primary School

		 Ready	 Respectful	 Responsible
Everyday expectations	All day, everyday	• Be on time. • Sit at the library if you arrive before 8:30am. • Know your visual timetable.	• Use good manners (please, thank you, excuse me). • in all areas of the school: classrooms, playgrounds, office, canteen etc. • Allow people personal space. • Ask permission before using others' belongings. • Listen to others when they are speaking.	• Wear school uniform correctly • Wear a school hat, when outside. • Return your belongings and equipment to the correct place. • Check lost property, if needed. • Put rubbish into the correct bins. • Make safe choices.
Learning Areas	Inside and outside spaces	• Have everything you need for school each day. • Use whole body listening. • Ask if you need help. • Stay on task and aim to finish your work. • Learn from your mistakes. • Do your personal best.	• Put your hand up to ask the teacher a question. • Take turns talking, when in groups. • Stay quiet and listen during assembly. • Be honest. • Use an appropriate noise level. • Use equipment appropriately.	• Ask, before you leave the classroom. • Use equipment appropriately.
Break Times	Recess, crunch 'n' sip, lunch - Quad, oval, pre-primary playgrounds, basketball courts, nature play, front lawn, playgrounds, undercover area	• Wear a school hat when outside.	• Walk on the paths/ verandas. • Agree on and follow the rules of the games. • Allow students personal space. • Use appropriate language. • Let plants, flowers, fruits ripen, and grass grow. • Sit and eat in the correct place. • Listen to and follow directions. • Be patient and use your manners at the canteen.	• Stay within the school boundaries. • Return sports equipment. • Support students that need help. • Return lunch boxes to your bags. • Return lunch basket to the canteen. • Wait to be dismissed by staff before packing up and playing. • Put rubbish into the correct bins. • Only climb the climbing tree. • Get a medical pass before going to the office.
Transitions	Before, between and after classes	• Line up quietly outside your learning area.	• Walk on paths and verandas. • Quiet walking when near learning areas.	• Keep your bag zipped up, neat and tidy. • Wait for permission before entering and leaving a learning space. • Walk to specialist classes.
Toilets		• Go directly to class when the bell rings.	• Leave the toilets clean. • Use a quiet voice.	• Wash hands, flush the toilet and turn off the taps. • Try to use the bathroom in break times. • Walk in the bathroom areas.