Behaviour Management Policy

Lockridge Primary School
AIMS

Lockridge Primary School aims to:

- Create a positive environment within the school and classroom so that the teachers and students can work together in harmony;

- Create a caring school environment where the rights and responsibilities of the individual are recognized and respected;

- Recognize those members of the school community whose exemplary behaviour promotes a positive and caring school environment;

- Establish a set of rules that protect the rights of all individuals;

- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognize and respect the rights of others;

- Establish procedures so that conflicts can be resolved in a positive non-violent manner.
An overview of the Behaviour Management Policy

In order to be effective, all staff members working with students need to be familiar with this policy and what it implies in terms of how they work with students in managing their behaviour.

Our school operates on the belief that all students have the right to work in a safe, caring and productive learning environment. Students, teaching staff, administrators and visiting members of the community have the right to feel safe at all times and the responsibility to support collaboratively a positive learning environment.

The policy acknowledges individual differences amongst students and provides for a flexible process for teachers and administrators responding to behaviour issues, ranging from everyday classroom misdemeanours to serious breaches of the school code. It favours a non-punitive approach to behaviour issues and encourages interventions that are directed towards helping students to learn appropriate classroom and playground behaviour.

We acknowledge that all parties including teaching staff, administrators and the home need to share responsibility for teaching children appropriate behaviour. All teachers will have students with challenging behaviours in their classes. This policy seeks to facilitate clear understandings about processes, structures and procedures related to behaviour management and to outline the support that teachers can expect from the rest of the school community in the behaviour management process. The school administration staff will manage major breaches of the school code.
A Whole School Approach depends on several essential factors including:

- A shared community ethos
- A designated coordinator to maintain the whole school approach
- Positive links between the school, families and the wider community

1. Ethos
Our Primary School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and are reflective of the principles of Restorative Practices. The Behaviour Management Policy is a way of ensuring that this supportive school environment is established and maintained.

Values – Our school community values:

- Care and respect for self and others
- Individual learning styles and recognise multi-intelligences
- Care and respect for our unique physical environment
- A school community/client focus which supports a sense of belonging to our school community
- Physical and emotional wellness

Outcomes for Students

- Sustained behaviour of students including those with challenging and disruptive behaviours.
- Improved learning outcomes for students including those with challenging and disruptive behaviours.
- A safe and inclusive learning environment for all students.

Outcomes for Staff

- Increased competence and confidence of staff to create a safe and positive working and learning environment.
- Increased competence and confidence of staff to support and engage students who are alienated from mainstream schooling or who exhibit-challenging behaviour.
- The development of a whole school common language and consistent approach to behaviour management.
2. **Behaviour Management Responsibilities**

- Behaviour Management is the primary responsibility of classroom and specialist teachers.
- The school works with teachers, parents, the school’s psychologist and outside agencies to manage the behavioural issues that require intervention and to acknowledge student achievement – academic and social.

3. **Community Links – Lockridge Primary School will:**

- Establish positive and open communication channels with families.
- Provide information about school policies and procedures to families.
- Provide opportunities for parent and community education such as strategies to help deal with behavioural/bullying issues.
- Facilitate opportunities for families to link with community professionals.
- Encourage family participation in positive school activities.
Rights and Responsibilities

**Students have the RIGHT to:**

- learn in a purposeful and supportive environment
- work and play in a safe, secure, friendly and clean environment
- respect, courtesy, honesty and have their possessions respected
- demonstrate and promote pride in their school
- to be proud of their school

**Students have the RESPONSIBILITY to:**

- try to ensure that their behaviour is not disruptive to the learning of others
- try to ensure that the school environment is kept neat, tidy and secure
- attend school and be punctual, polite, prepared and display a positive manner
- behave in a way that protects the safety and well-being of others
- treat others with respect and courtesy

**Staff have the RIGHT to:**

- teach in a safe, secure and clean environment
- teach in a purposeful and supportive environment
- co-operation and support from the school community in assisting to provide an appropriate education for all students
- respect, courtesy and honesty;

**Staff have the RESPONSIBILITY to:**

- be a positive role model
- ensure that the school environment is kept neat, tidy and secure
- establish positive relationships with students and the school community
- clear and effective organization planning and reporting student progress to parents
- treat others with respect and courtesy

**Parents have the RIGHT to:**

- access a meaningful and appropriate education for their child
- be heard in an appropriate forum on matters related to the rights of their child to an appropriate education
- be informed of behaviour management policy and procedure
- access to information about their child’s education and progress (academically, behaviourally and socially)
- respect, courtesy and honesty

**Parents have the RESPONSIBILITY to:**

- ensure their child attends school and is punctual
- support the school in providing a meaningful and adequate education for their child
- ensure their child attends school prepared to engage in the learning process
- be interested in and supportive of their child’s schooling
- use the appropriate forum to discuss issues related to their child’s learning
- treat others with respect and courtesy
A Safe and Inclusive Learning Environment

At Lockridge Primary School we strive to provide safe and supportive learning environments where relationships built on mutual respect are fostered and student learning is maximised.

Our beliefs about teaching and learning at Lockridge PS require that teachers actively engage students in the learning process. This means they are responsible for creating an environment that motivates students and then delivers a sound curriculum utilizing those pedagogies and instructional skills that make the learning process interesting and relevant for all students.

Effective classroom management does not work in isolation. The following diagram illustrates four components which together contribute toward creating effective classroom environments.

Classroom management is one component of an effective learning environment and relies heavily on the teacher’s knowledge related to content, instructional skills, and instructional strategies.

(Barrie Bennett and Peter Smilansich: Classroom Management A Thinking and Caring Approach. P12-19)
Preferred Practices

At the heart of our whole school approach to behaviour management are behaviour management practices. These are our preferred ways of responding to and dealing with challenging and disruptive behaviours. At Lockridge Primary School we base these practices on developing positive relationships with all students (Winning over), and the use of low key responses to misbehaviours, based on the research of Barrie Bennett and Peter Smilanich. These practices are preferred as they acknowledge all students may misbehave at some time, and the manner of our intervention will increase or decrease the likelihood that the behaviour will escalate or be repeated in the future.

We seek to develop in students, responsibility and ownership of their behaviour as it impacts on the rights of others.

Whilst humour is a recognized method of building rapport with students, it is not acceptable for staff to use put downs, sarcasm, ridicule or intentional embarrassment to gain control over students as these strategies are not aligned with the beliefs and values of our school and are not always evidence of effective classroom management.
The Staff needs to build, promote and utilize a united approach to behaviour management. It is a matter of professional responsibility to support the school’s practices and policy.

Teachers need to actively promote and support positive behaviour by teaching social skills through Instructional Strategies and Values programs.

Teacher responses to misbehaviour will be based on the bumps theory with an emphasis on winning over and low key responses.

Use of a yellow slip to the office is the most intrusive consequence and needs to be utilised in response to unacceptable student behaviours which are persistent or intense.

Adapted from Bill Rogers: “Behaviour Management: A Whole School Approach” (Pages 29-43)

All new staff & relief teachers will be given access to the Theory of BUMPS.
Processes and procedures

Most student misbehaviour can be prevented by:

A safe and positive classroom environment

The most important and effective classroom management procedure is the conscious and proactive building of a safe and positive classroom environment. Most students will be less likely to misbehave when they feel liked and empowered, when they feel that the teacher has made an effort to get to know them as individuals by building a rapport with them (winning over) and when they find course content interesting and engaging. It is also important that positive behaviour is regularly given recognition. This should be through verbal feedback as well as through in-class rewards such as Reward Points, Teacher Awards cards and Letters of Commendation.

Building a deep understanding of the school code and classroom expectations

In the first weeks of the year teachers assist students to interpret the School Code and develop a deep understanding of its implications. They also help their class to develop a code of behaviour that supports the School Code and outline their personal expectations regarding behaviour in their classroom.

Students need to have a clear understanding of the expectations we have of them and how this should guide their behaviour. Teachers need to help students reach this understanding and to remember that some students will take longer than others to learn and accept their responsibilities with respect to their behaviour.
Low Key Responses

Most misbehaviour can be addressed by low-key responses from teachers. These can include making the choice to ignore the behaviour to prevent drawing attention to it, making minimal verbal or non-verbal interventions and using ‘proximity’ or having a quiet private dialogue with the student. At this stage of the process, teachers make informed decisions about how they can best address the behaviour without allowing it to become a major distraction in the class.

Give Choices

If a student continues to display inappropriate behaviour despite the above, the teacher employs a process that begins to give responsibility for making appropriate decisions back to the student.

One of the most effective techniques for helping students to accept responsibility for their behaviour is by the use of choices. If done effectively it forces the student to be involved in making a decision about their behaviour. This clarifies the communication between teacher and student and makes it harder for the student to blame the teacher for the problem.

Effective choices

- Have logical or natural consequences (i.e. are related to the behaviour)
- Are not be seen as a punishment
- Can be given as immediately as possible
- Are not given as an ultimatum
- Can be delivered in a positive or neutral tone
- Are able to be followed through
- Do not back students into a corner

It can be difficult to come up with effective choices in the heat of a conflict. Teachers should prepare for these situations by having consequences already planned. This minimises the chances that a conflict will become heated and punitive with resulting damage to the relationship between teacher and student.

Some examples of a choice:
- The classroom rule is no mp3 players. It is either in your bag or on my desk until the end of class. Choice please!
- You can choose to do your work quietly where you are or at this desk over here. Make a decision please.
- You can choose to work quietly now or complete the work during free time. What is your preference?
For students whose unacceptable behaviour is repetitive, informal agreements and contracts may be an appropriate next step

Informal Contracts

When a student has not responded to other interventions, it may be useful to set up an ‘informal agreement’ to help the student learn appropriate behaviour. The informal agreement is a process that encourages the student to come to an understanding about specified behaviour(s) and to participate in forming an agreement to address that behaviour over time. It includes a ‘consequence’ (not a punishment) as part of the agreement to help students monitor and change their behaviour. There is a structure to setting up these agreements that needs to be followed. It is also a systematic approach that requires some skill to administer. Members of the administration team may provide support to facilitate meetings to form the agreement. (see below)

Formal Contracts

When a student has not responded to the interventions outlined up to this point or is persistently defiant, it may be necessary to set up a formal contract. This is reserved for serious and persistent breaches of behaviour codes. Unlike an informal agreement, a formal contract is not negotiated with the student. The student is made aware that he/she will be subject to the conditions and consequences of the contract regardless of their opinion of it. It lasts as long as the inappropriate behaviour persists.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour. The teacher should continue to try to win the student over at the same time as implementing the terms of the contract. It is not intended to be punitive. If used in this way it will not be effective. The aim is to place responsibility for the behaviour where it belongs - with the student. They are choosing to misbehave and must accept the predetermined consequence.

<table>
<thead>
<tr>
<th>Formal contract</th>
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<tbody>
<tr>
<td>Usually would have 3 or 4 stages (level of consequence) depending on level of defiance.</td>
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<td>Student would usually start fresh each day with consequences immediate and not carrying over beyond that day (unless suspended).</td>
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<td>Parents would usually be involved prior to contract being set up. Their involvement could include removing student from school immediately after a phone call to avoid suspension</td>
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<tr>
<td>Class teacher and Deputy will usually be involved in the setting up of the contract and the enforcing of it.</td>
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Support for the teacher in managing student behaviour

There are several sources of support for teachers in managing student behaviour.

1. Deputy Principal
The Deputy is usually close by and can assist by

- Arranging temporary withdrawal of student for unacceptable behaviour
- Discussing the problem with the student (e.g. behaviour in context - safety needs in an Art class)
- If appropriate give advice on informal or formal agreements or other strategies
- If appropriate give advice on the teaching of the subject as it relates to the student(s)
- Finding out and making available all background information on a student. This could include academic data, parental support or availability, family life, previous school experiences, behaviour in other classes, strategies other staff have used, etc.
- Help arrange meeting with parents
- Seek involvement of school psychologist
- Work with the teacher to set up informal agreements, formal contracts or IBMP’s.

2. AIEOs

The school’s AIEOs are available to help teachers working with aboriginal students. They are particularly helpful in

- Contacting and setting up meetings with parents
- Mediating a discussion between you and an aboriginal student.
- Communicating to the student and/or parents any concerns you have.

3. Parents

If a student’s behaviour is of concern parents should be contacted as early as possible and informed of how you are intending to manage their child’s behaviour. While some parents may wish to work with you on a plan it is unreasonable to expect them to solve the problem for you. The chances are high that they are having problems with their child’s behaviour as well. They are more likely to be supportive if you are informing them of how you intend to handle their son/daughter rather than trying to off load the problem on to them.

Teachers can also work to support each other when they do not have ready access to Deputy or Principal.
Within our whole school approach, it is expected that staff will take active responsibility for behaviour management, using preferred practices in the following areas:

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<tr>
<th>Classroom Management</th>
<th>Out of Class Management</th>
<th>School Administration Management</th>
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<tbody>
<tr>
<td><strong>Classroom Policy</strong></td>
<td><strong>Before school</strong></td>
<td><strong>Immediate Intervention</strong></td>
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<tr>
<td>• Clearly defined rules – student input</td>
<td>• Clear drop off guidelines for carers and teachers</td>
<td>• Red card response</td>
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<td>• Choices - Logical consequences</td>
<td><strong>Playground</strong></td>
<td>• Referral (Pink Form) response</td>
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<td>• Positive incentives</td>
<td>• Staff duty roster and guidelines</td>
<td><strong>Behaviour Management Processes</strong></td>
</tr>
<tr>
<td>• BMIS policy and preferred practice approach to student management</td>
<td>• Clearly defined rules for areas and equipment</td>
<td>• Consistent admin procedures</td>
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<tr>
<td>• IBMPs for SAER students</td>
<td>• Clearly defined age-appropriate play areas</td>
<td>• Communication with parents</td>
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<tr>
<td>• Referral (Pink Form) to admin for severe behavioural issues</td>
<td>• Logical consequences</td>
<td>• SAER Process</td>
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<tr>
<td><strong>Curriculum Intervention</strong></td>
<td><strong>After School</strong></td>
<td>- Student Services</td>
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<tr>
<td><strong>Mandatory</strong></td>
<td>• Clear pickup guidelines for carers and teachers</td>
<td>- Case Conferences</td>
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<tr>
<td>• Curriculum Framework/ Australian Curriculum – values, principles</td>
<td>• Supervision for Bus students until pick up time.</td>
<td>- Input into relevant Behaviour Management plans</td>
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<tr>
<td>• Instructional Strategies / social skills</td>
<td><strong>Sanctions</strong></td>
<td>• Restorative Practices</td>
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<td>• Logical negotiable and non-negotiable consequences</td>
<td>• Chaplain support</td>
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<td>• In - School suspension</td>
<td><strong>Monitoring</strong></td>
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<td>• Suspension from school</td>
<td>• Whole school process</td>
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<td>• Loss of Good standing</td>
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Good Standing

Appropriate behaviour choice is acknowledged on all possible occasions. This is at Whole School and Class Level. e.g. Honour Certificates, Faction Tokens, mid and end of term recognition of students who have maintained ‘Good Standing’, Class Point Competitions, Raffles, Student of The Day, Student of The Week and Specialists Awards – Class.

The Concept of Good Standing

The concept of Good Standing recognises that the majority of students maintain appropriate behaviour in the classroom and the playground.

The Student Councillors and Teachers will arrange two reward events per term, for those students who have maintained their status of Good Standing. These are held mid term and at the end of the term.

Good Standing Status is achieved when a student has not received a Behaviour Infringement Notice [Pink Form]. The ultimate aim is to remain in Good Standing at all times. The pink form is given to students who fail to comply with school rules.

There are implications for attendance at School Functions, when students have moved out of Good Standing.

The School promotes the positive benefits of Good Standing at public functions such as assemblies and sporting events; Newsletters and P&C and School Council meetings.

Consequences and Loss of Good Standing

Serious or repeated breaches of the school behaviour code will be recorded on a pink referral form. These forms are forwarded, to the Deputy Principal.

Good Standing will be revoked for five school days. It will be automatically returned unless there are subsequent Pink Forms. During this time periods of five days will be added for additional Forms.

This will be monitored and published by the Deputy Principal. Staff will be informed via the Staff Room Bulletin Board each day of the behaviour status of students. Loss of Good Standing will result in a student not participating in events such as the Active After-school Communities Program, Lunchtime competitions, Interschool Sport and P&C Discos.

At any time a student may be referred to an Administrator for intervention.

Students who do not hold this positive status will not be able to attend extra curricular activities organised at a classroom or school level. This includes excursions, on campus activities, interschool sport, camps etc. The student must not be excluded from activities that are deemed to be of a curricular nature. This includes activities such as in term swimming and faction sporting events.

Students who are repeat offenders will be offered the opportunity for referral to other agencies that will be able to support them, the school and their parents, to develop strategies to manage their behaviour. This could be through a team approach that would include the School Psychologist; examples of interventions could be PBC, CAMHS; referral to a Medical Practitioner; sporting groups or other mentoring agencies.

Parents of the students who have lost their Good Standing will be notified by letter, which will be posted to them. Parents will have an opportunity to discuss their child’s status with the Administration. At all times the school will encourage and foster a team approach, where parents are an integral part of the management of their child’s behaviour.
Consequences of Inappropriate Behaviour

The students recognise that there is a logical consequence for inappropriate behaviour at all times. At a classroom level this will be part of the class discipline procedure. In the playground the Duty Teacher removes students from an incident as an intervention to stop an escalation of unacceptable behaviour. This could be time-out in a specifically nominated place or walking with the duty teacher for a specific amount of time, as deemed appropriate by the teacher. Duty Teachers will note breaches of the behaviour code using the Playground Behaviour Record.

Out of bounds areas need to be clearly known by students. The areas around classrooms will be out of bounds. Students may play on the oval, basketball courts, four square courts and play equipment. Ball and active games will only be allowed in these places.

Return to Good Standing

This will be automatic at the end of five school days. All students will have their Good Standing restored at the commencement of each term.

The Administration maintains the right to use discretion to waive the loss of Good Standing in some situations, usually after discussion with the referring teacher or teachers.
LOCKRIDGE PRIMARY SCHOOL RULES

1. Consider the safety of self and others at all times.
2. Respect school property and personal possessions.
3. Display respect and courtesy at all times.
4. Play safely and fairly in designated areas.
5. Remain seated in the correct area while eating.

*** Follow staff instructions promptly and politely.

CODE OF BEHAVIOUR

1. Consider the safety of self and others at all times:
   1.1 Only play non-violent games. Rough contact is not allowed.
   1.2 Walk on paths and walkways.
   1.3 No personal sports equipment to be brought to school.
   1.4 Bicycles and scooters to be ridden outside the school only.
   1.5 No hat-No play. Hats are to be worn at all times.

2. Respect school property and personal possessions:
   2.1 Keep the school neat and tidy. Every child is responsible for his/her own rubbish.
   2.2 Respect other people’s property.
   2.3 Vandalism in any form is prohibited.

3. Display respect and courtesy at all times:
   3.1 Show good manners and respect towards all students, teachers and adults.
   3.2 Swearing is not permitted.
   3.3 No threatening or intimidating physical or verbal behaviour.

4. Play safely and fairly in designated areas:
   4.1 Only enter or remain in a classroom when a teacher is present.
   4.2 Gardens, bush areas and car parks are out of bounds.
   4.3 Toilets are not play areas.
   4.4 Students are not expected to attend school before 8:30 a.m. unless they are attending an approved activity.

5. Remain seated in the correct area while eating until dismissed:
   5.1 Lunch: All food must be eaten in the designated area.
   5.2 Students will be dismissed by teachers.
Positive Behaviour Strategies

-Whole School

- Behaviour Token Reward System-playground. Twice per term rewards for children in winning faction include bonus playtime, ice poles etc.

- End of term draw – individual prize of a new bike for the student chosen from that term’s tokens. More positive behaviour means more chances to win

- Students’ achievements can be announced at assembly. Merit Certificates are awarded at each whole-school assembly and parents notified in advance.

- Positive efforts will be recognised on the Golden Tree

- Students’ work can be displayed around the school.

- Students may visit the office to show good work.

- Classes compete for the Tidy Class Award, to be judged by the Principal / Deputy. The winning class wins a prize each week, to be announced by the Student Council on the PA system.

- BOUNCEBACK strategies to be used to reinforce positive behaviours and resilience (see attached explanation).
SCHOOL ADMINISTRATION INTERVENTION

If a student is referred to the school administration, appropriate action will be taken.

* Teachers are **not** to advise children of possible consequences.

* Planning for extra-curricular activities (e.g. camps, incursions/excursions and interschool sport) must be discussed with the Principal (including any possible exclusions-communication to occur with student, teacher and parents).

This may include one or more of the following:-

  o Counselling

  o Behaviour Reflection Sheet

  o Office time out

  o Lunchtime detention

  o Daily reports from teacher

  o Weekly check in with teacher e.g. IBP’s

  o In-school suspension as approved by the Principal

  o Positive follow up of children at assemblies

  o Suspension as approved by the principal

  o Referral to the school psychologist

The School Administration will look at each referral and parents will be notified, and information entered on the school data base (Integris).
BEHAVIOUR REFLECTION SHEET for YEARS 1-3

This is what I did.

________________________
________________________
________________________
________________________
________________________

Who was hurt by my behaviour?

________________________
________________________
________________________
________________________
________________________

How can I do better?

________________________
________________________
________________________
________________________
________________________

Name____________________ Date____________
BEHAVIOUR REFLECTION SHEET for YEARS 4-7

What behaviour led to my punishment?
________________________________________
________________________________________
________________________________________
________________________________________

Who was affected by my behaviour?
________________________________________
________________________________________
________________________________________
________________________________________

How did my behaviour affect those people?
________________________________________
________________________________________
________________________________________
________________________________________

How can I improve and stop this from happening again?
________________________________________
________________________________________
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________________________________________

Signed_________________ Date_______________
B-O-U-N-C-E-B-A-C-K!

**Bad times don’t last.** Things always get better.

**Other people can help you, if you talk to them.**

**Unhelpful thinking makes you feel more upset.**

**Nobody is perfect – not you and not others.**

**Concentrate on the good bits no matter how small. Laugh every day.**

**Everybody experiences sadness, hurt, failure and setbacks sometimes.**

**Blame fairly – how much was due to you, others, or to bad luck.**

**Accept the things you can’t change, but try to change what you can first.**

**Catastrophising exaggerates your worries. Don’t believe the worst picture.**

**Keep things in perspective. It’s not the end of the world. It’s only a part of your life.**
## LOCKRIDGE PRIMARY SCHOOL

### BEHAVIOUR INFRINGEMENT NOTICE (PINK)

<table>
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<tr>
<th>Date: _________________</th>
<th>Student: ________________________________</th>
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<tr>
<td>Class: _____ Year: _____</td>
<td>Referring Teacher: ______________________</td>
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<tr>
<th>Stage</th>
<th>Time</th>
<th>Behaviour Details</th>
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<tr>
<td>1. Reminder</td>
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<td>(Low Key Strategies)</td>
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<td>3. Cool off</td>
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<td>4. Buddy Class</td>
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<td>5. Referred to Admin</td>
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<td>Major Misbehaviour – Fast</td>
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<td>Track to Admin</td>
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**RECEIVED BY** ________________________________

**Action:**

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**Loss of Good Standing?** YES NO

PLEASE RETURN COPY TO CLASS TEACHER FOR RECORDS
Lockridge Primary School  
Playground Behaviour Record

Name…………………………  
Room…………Date…………

<table>
<thead>
<tr>
<th>Misconduct</th>
<th></th>
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<tbody>
<tr>
<td>No hat</td>
<td></td>
</tr>
<tr>
<td>Running on pathways</td>
<td></td>
</tr>
<tr>
<td>Not sitting while eating</td>
<td></td>
</tr>
<tr>
<td>Out of bounds</td>
<td></td>
</tr>
<tr>
<td>Showing disrespect</td>
<td></td>
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<tr>
<td>Not following instructions</td>
<td></td>
</tr>
<tr>
<td>Swearing</td>
<td></td>
</tr>
<tr>
<td>Hurting others</td>
<td></td>
</tr>
<tr>
<td>Tackling/ Rough play</td>
<td></td>
</tr>
<tr>
<td>Misuse of school equipment</td>
<td></td>
</tr>
<tr>
<td>Damage to school property</td>
<td></td>
</tr>
<tr>
<td>Using mobile phone</td>
<td></td>
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<tr>
<td>Late returning to class</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</tbody>
</table>

**LOCATION**

- OVAL
- COURTS
- UNDERCOVER AREA
- KWELA PLAYGROUND
- PLAY EQUIPMENT

<table>
<thead>
<tr>
<th>Duty Teacher</th>
<th>Sign</th>
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</thead>
</table>