



BEHAVIOUR MANAGEMENT POLICY

WHOLE SCHOOL BEHAVIOUR EXPECTATIONS

Overview

At Carnaby Rise Primary School we believe that if we are clear to our students about what behaviour expectations are, it makes it easier for them to reflect on their own behaviour and make positive choices. We recognise that responding to student behaviour requires an acknowledgement of each child as a learner and behaviour is a teachable moment.

Our Vision

'Carnaby Rise Primary School fosters a culture of belonging, curiosity and innovation. Our 'Student First' approach when working with our diverse community ensures our students reach their potential as positive global citizens.'

Aims of the expectations are to:

- Develop a safe, caring, positive and inclusive environment where every student experiences a sense of belonging
- Create a strong school culture through teaching and modelling of positive social skills and high-quality relationships
- Provide clear behaviour expectations to assist students to make positive behaviour choices
- Allow students to accept responsibility and ownership of their behaviour so they can be reflective and make better behaviour decisions

Behaviour expectations at Carnaby Rise Primary School are based on the following beliefs

- Every student is capable of successful learning
- Carnaby Rise Primary school staff seek opportunities to develop positive student-staff relationships
- Mutual trust and support between school and families is essential, to maximise student learning and well-being
- Students make mistakes and need guidance to reflect on their behaviour and learn
- The language of choice influences conversations with students about behaviour

Carnaby Rise Values

- ✓ Community
- ✓ Respect
- ✓ Persistence
- ✓ Success

The Values are displayed in each classroom and explicitly taught.

Review

The Behaviour Management Plan will be reviewed by Admin every year at the beginning of Term 3.

The behaviour matrix below identifies the expected behaviours of students in the classroom and playground:

Values	Inside the classroom	Outside the classroom
Community	• Be open to working with everyone • Join in and actively participate • Share ideas and equipment • Listen attentively and speak nicely to others	• Include peers in activities • Negotiate clear rules of games • Join in and actively participate • Listen attentively and speak nicely to others
Respect	• Value others' ideas and opinions • Use manners at all times • Celebrate others' achievements • Show patience • Be honest to yourself and others • Care for your and others' belongings • Listen attentively and speak nicely to others	• Display good sportsmanship • Celebrate others' achievements • Speak nicely to others • Care for equipment • Show patience • Care for the school property • Put all rubbish in the bin
Persistence	• Have a go and don't be afraid to be wrong • Ask questions • Take ownership of your own learning • Keep trying academically and socially • Take risks, try something different	• Have a go playing new games • Try to play with new people • Take ownership of your own behaviour • Ask questions • Take risks, try something different
Success	• Set and achieve goals • Celebrate everyone's successes • Reflect on your learning: What have I done well? What can I do to improve? • Work to the best of your ability • Accept where others are at	• Understand where it is safe to play • Understand what is safe to play • Include others in your game • Celebrate everyone's success, it is not about winning all the time • Be a good team member and competitor

Encouraging Positive Student Behaviour

Positive Classroom Environment

Building a positive learning environment is crucial in encouraging positive student behaviour. The following elements are visible in every Carnaby Rise Primary School classroom.

BELONGING	EXPECTATIONS	LEARNING
Students are greeted by name at the classroom door each morning.	Class Charter is co-constructed with students, explicitly taught, and regularly referenced during learning and social situations.	Learning resources are organised, clearly labelled, and readily accessible to support student independence.
Staff and student names are visibly displayed to foster a sense of identity and connection within the classroom community.	Learning intentions and success criteria are displayed, discussed, and referred to throughout lessons.	Classroom furniture and learning spaces are arranged to facilitate collaboration, discussion, and cooperative learning.
Current student work is prominently displayed and celebrated to recognise effort, progress, and achievement.	A daily timetable is visible and referred to regularly to provide structure and predictability.	Flexible learning areas are purposefully designed to support a range of learning needs, activities, and teaching approaches.
Students consistently experience a safe, inclusive, and respectful learning environment where their contributions are valued.	School values are explicitly taught, modelled, and reinforced through daily interactions and classroom practices.	Learning experiences incorporate hands-on, inquiry-based, and interactive activities to maximise student engagement and participation.
Positive and respectful communication with parents and caregivers is maintained through regular updates and collaborative problem-solving.	Behavioural expectations and routines are explicitly taught, practised, and consistently reinforced.	Students are seated in purposeful groups that support cooperative learning, peer discussion, and academic growth.

Positive Behaviour Incentives

Carnaby Rise Primary School aims to encourage students to be intrinsically motivated as opposed to seeking rewards for positive behaviour.

Positive reinforcement of behaviour incorporates the following elements:

- Positive reinforcement (verbal, activity) of cooperative learning and seating groups and highlighting not being a disincentive for others
- Whole class reward and incentives as opposed to group points
- Incentives are simple, easy to manage and cost-effective

Whole School Positive Behaviour Incentives

- Letter/email home to parents to inform of positive work, behaviour and attitude
- Verbal recognition of positive behaviour
- Merit Awards
- Compass Chronicle – Behaviour Positive
- Individual incentives (reward systems, Dojo)

NB: lollies and unhealthy foods are not permitted as a reward as per the Department of Education's Health Policy

Responding to Inappropriate Behaviour

Whole School Management of Student Behaviour

At Carnaby Rise we respond to inappropriate student behaviour by providing the student with an opportunity to reflect and learn from the behaviour choices rather than punishment alone. Staff at Carnaby Rise use the language of choice to guide and help students to learn from their mistakes.

Language of Choice:

- **Body Language:** Eye contact where appropriate and get down to the level of the student (Crouch, kneel)
- **Body Language:** Calm and controlled that is non-threatening or intimidating to the student
- **Verbal Language:** Focus on the conversation not "telling off"

Start with a question:

Verbal language – If a child is doing something they shouldn't then start the conversation with a question...

- **What are you doing?**
This allows students to consider what it is they were actually doing and provides an opportunity to own the behaviour or action.
- **What should you be doing?**
This allows the student to consider what it is they actually should be doing instead of distracting others in the classroom, being off task or engaging in unsafe/inappropriate behaviours.
- **What are you going to do next?**
This provides students with ownership of their next steps. They are making the right decision in response to their behaviour or actions.

Class Charters

It is an expectation that at the beginning of each year, the teacher negotiates a Class Charter with their class. The primary point of a **class charter** is to serve as a collaborative, democratically negotiated agreement between students and teachers that outlines how everyone wants to feel, act, and be treated in the classroom.

Each individual teacher should do this because each teacher comes with their own expectations. The format of the charters should be the same with **RIGHTS**, **RESPONSIBILITIES** and **CONSEQUENCES**.

Good Standing Policy

Students in Years 5 and 6 also adhere to the Good Standing Policy. All students commence each year with Good Standing. This makes them eligible for student leadership positions and participation in school events such as incursions, excursions, interschool carnivals, camps and community days.

Maintaining Good Standing

Students must:

- Demonstrate the school values in the classroom
- Demonstrate the school values in the playground

Loss of Good Standing

Loss of Good Standing occurs for a period of up to 5 weeks. If a student loses Good Standing, they are informed of the requirements to regain Good Standing.

Loss of Good Standing occurs when a student:

- Exhibits behaviour that results in an in-school withdrawal or suspension, including online behaviours.
- Makes physical contact with the potential to harm another student or staff member.
- Consistently demonstrates behaviour that does not match the expected values for the classroom and playground.

Students involved in serious unexpected behaviours as outlined in the Whole School Behaviour Expectations document may incur an immediate loss of Good Standing.

Effective Strategies to Use When Managing Inappropriate Tier 1 Student Behaviour

Logical Consequences in Response to Inappropriate Behaviour

Social and Emotional Coaching

- Verbal reminders of expected behaviours
- Role plays/social stories
- Buddy Class
- Thinking spot / cool down spot; with appropriate discussion with the student of expected behaviour
- Models of success: observe target behaviours and discuss with the teacher why it is successful/positive
- Teach the dialogue/strategies: be clear of the rules to play fairly, include others and have the ability to enter games/situations and interact positively

Reflection

- Class:
 - Think, Care, Share
 - Class Charter
- Peer Conferencing – Restorative Justice
 - How do you feel? How do others feel? What next?

Self-Management (age friendly language)

- Clear time deadlines (visible timetable)
- Clear expectations of task
- Responsibilities/jobs/roles
- Leadership expectations

Goal Setting

- Steps for Success
- Encouragement/re-engagement

Consequences

- Referral to Class Charter
- Missing playtime (or part of) whilst walking around with Duty Teacher to have reflective discussions.
- Enter into Compass for record keeping

Individual Behaviour Management Plans (IBMP)

If a student's behaviour cannot be supported sufficiently with the strategies in the whole school Behaviour Management Plan, then data on the student is collected with a Behaviour Tracking Sheet to develop an IBMP. Admin collaborates with the teacher and creates proactive steps to support the student.

IBMPs are forwarded to all relevant teachers, specialists and support staff upon completion. The IBMP then takes the place of this policy with the individual student.

Preventing and Managing Bullying

Bullying is repeated, intentional behaviour that is hurtful or unkind, involves a power imbalance, and causes physical, emotional, or social harm. Bullying is not the same as being rude or mean, conflict or friendship issues.

Whole School Educational Programs

At CRPS, staff explicitly teach the skills required for students to regulate their own behaviour and learn solution-focused strategies of overcoming social difficulties.

Shared Understanding of Bullying (from Department of Education)

CRPS is committed to providing a safe and supportive school community for our students to grow in harmony. We are all responsible for creating an environment that is safe and inclusive. **We are committed to the Department of Education's Student Behaviour policy and procedures.** Bullying can include:

- **Verbal bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, name-calling, insulting someone about the way they look or behave, spreading rumours, and homophobic, racist or sexist comments.
- **Social/relational bullying:** Involves repeatedly ostracising others by ignoring someone or keeping them out of conversations, convincing others to dislike or exclude an individual or group, spreading rumours, and sharing information or images that have a harmful effect on the other person.
- **Physical bullying:** Includes violent actions towards another person that involves hitting, pinching, biting, pushing, pulling, shoving, damaging or stealing someone's belongings, and unwanted touching.
- **Cyberbullying:** Involves the use of technology to bully a person or group with the intent to hurt them socially, psychologically or even physically. Cyberbullying includes abusive texts and emails, hurtful messages, images or videos, imitating, excluding or humiliating others online, nasty online gossip and chat. 1
- **Bystanders:** Bystanders are those who are aware of, or witnesses to, the bullying situation. A supportive bystander uses words and/or actions to support someone who is being bullied by intervening, getting teacher support or comforting them. All members of a school community need to know how to support those who are being bullied and how to discourage bullying behaviours.

Responding to Bullying Incidences

Possible restorative approaches for students who bully others	
Restorative approach	When this approach can be used
The Shared Concern method For cases that are low to moderate severity	• Willingness to change behaviour • Groups of students identified as bullying others • Feels remorse, capacity for empathy • Also bullied by others • Person who bullies multiple individuals • Agreeable to participating in a series of meetings
Support Group method For cases that are low to low-moderate severity.	• Currently or previously a friend of the person being bullied • Girls bullying girls • Person being bullied has other supportive friends • Feels remorse, has capacity for empathy • Influenced by group norms and normative expectations • Agreeable to participating in a series of meetings

Possible restorative approaches for students who are bullied by others	
Counselling approach	When this approach can be used
Individual meeting For cases that are low to moderate severity.	• Provocative individual • Individual has been bullied by multiple individual students • and/or bullied for extended length of time • Also an individual who bullies others • Lower self-esteem • Agreeable to participating in a series of meetings
Support Group method For cases that are low to low-moderate severity	• Currently or previously a friend of the person who is bullying them • Girls bullying girls • Individual being bullied has other supportive friends • Agreeable to participating in a series of meetings

Refer to the [Student Behaviour policy](#) and procedures in situations which have resulted in significant harm or where violence has occurred.

TIERS OF BEHAVIOUR

TIER 1

BEHAVIOUR IN THE CLASSROOM OR PLAYGROUND THAT DOES NOT MATCH THE CARNABY RISE VALUES

May include: Not following the class charter, littering, not wearing a hat, bad sportsmanship, running on concrete, disrespecting others, work refusal, lateness, disobeying instructions, swearing incidentally, rough play, excluding others.

CLASSROOM OR DUTY TEACHER WILL DECIDE THE APPROPRIATE CONSEQUENCE SUCH AS VERBAL WARNING, REFERRAL TO CLASS CHARTER ETC. IF BEHAVIOURS ARE CONSTANT AND CONSISTENT TEACHER WILL REFER TO ADMINISTRATION FOR SUPPORT.

TIER 2

BEHAVIOUR IN THE CLASSROOM OR PLAYGROUND THAT IS UNSAFE AND HAS THE POTENTIAL TO CAUSE HARM TO OTHER STUDENTS & STAFF BOTH PHYSICALLY AND EMOTIONALLY

May include: Repetitive Tier 1 behaviours, play fighting causing injury, absconding from class, bringing weapons or illicit items to school, swearing at others, minor damage to property, misuse of technology or phone, stealing, threats towards others.

TEACHER WILL REFER TO ADMINISTRATION STAFF TO DECIDE THE APPROPRIATE CONSEQUENCE. ENTER INTO COMPASS. PARENTS NOTIFIED.

TIER 3

BEHAVIOUR IN THE CLASSROOM OR PLAYGROUND THAT IS PHYSICALLY VIOLENT AND HAS POTENTIAL TO CAUSE EMOTIONAL HARM

May include: intentional harm of student or staff member, using derogatory or racist language, behaviour that can be classified as bullying, leaving school grounds, extensive damage to property, stealing.

ADMINISTRATION STAFF TO DECIDE IF THE BEHAVIOUR WILL RESULT IN WITHDRAWAL OR SUSPENSION. PARENTS OF STUDENT AND VICTIM WILL BE NOTIFIED AND THE INCIDENT ENTERED INTO COMPASS.

Student Behaviour Referral Process

Is the behaviour Tier 1 or above?

Tier 1

Above

Teacher Actions:

Step 1: Use low key skills

- Proximity • Student's name • Gesture
- "The Look" • Pause • Ignore
- Attention signals • Deal with problem, not the student

Step 2: Verbal redirection/warning

- What are you doing?
- What should you be doing?
- What are you going to do next?

Step 3: Provide choice/consequences

- Thumbs up choices
- "You have a choice to _____ now or you will _____."

Step 4: Referral to Class Charter

- Find what right and responsibility they are breaching.
- Select suitable consequence.
- Restorative discussion

Step 5: Referral to Admin

Teacher Actions:

If child is responding:

- State behaviour breach.
- Complete orange slip.
- Send student to office.

If child is not responding:

- Send another student with red 'Admin needed' card.
- Ensure students are safe.
- Call Deputy Principal if required.

Administration:

- Allow student time to deescalate if required.
- Question student what happened.
- Get other student's and reporting teacher's version of incident if needed.
- Begin restorative practice
- Principal to decide if suspension if necessary.

Follow through:

- Contact parents of perpetrator and victim.
- Admin enter into Compass if it was referred
- Follow through with resolution and consequences
- Consider further intervention

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BEHAVIOUR