



# Kaimkillenbun State School



## STUDENT BEHAVIOUR MANAGEMENT PLAN Schoolwide Support

*\*\*The individual circumstance of each case will be taken into account when deciding upon and applying consequences.*

### ACKNOWLEDGE AND AFFIRM OPTIONS Green Level Support

- **Praise / encouragement**  
(verbal / non-verbal / written)
- **Class responsibilities**  
(messenger, Friday 'Chips and Drinks', classroom duties, Sports Room)
- **Inter-class responsibilities**  
(Buddy reading)
- **Class Dojo points**  
(Individual / group goal setting)
- **Public Displays of Work**  
(Classroom, Open Days, Bell/Dalby show)
- **Individual class-Level rewards**  
(stickers, lucky-dips, free time, certificates etc)
- **'Go Green' award activities**
- **Communication with parents**
  - A note from the teacher, or a phone call home)
- **Sharing work with others**  
(Parade, Principal)
- **Caught You Caring Awards**  
(Student, parent and teacher initiated and given out on parade)
- **Star of the Week**  
(Newsletter and parade)
- **Celebrations**  
(birthdays, Outside achievements, Culminating unit activities)
- **Notes in newsletter**
- **Note from the Principal**

### CORRECTION PLAN OPTIONS Orange Level Support

#### 3-Strike System

#### Including:

- Rule reminders
- Prompting (verbal / non verbal)
- Personal signals / consequence (agreed)
- Cueing / descriptive encouragement
- Choices, Take-up Time and logical consequences
- Non-emotive behaviour questions
- Teacher/student, Parent/teacher conference
- Buddy support in class and playground
- Reflection time / Time-out
- Playground / bus time withdrawal
- Modify environment/ work demands/ social interactions
- Restitution (apology, replace/repair/ make up missed work)
- Parent contacted by class teacher or principal

### CRISIS PLAN OPTIONS Red Level Support

#### Including

- Contact/ phone office  
(eg send messenger to the office)
- Ensure student/ class safety  
(remove class if necessary)
- Admin. withdrawal of student  
(class /playground)
- Withdrawal from representative activities, school camps and excursions
- Parent contacted by Principal  
Voluntary parent options
  - *Talk to student on phone*
  - *Supervise student at school*
  - *Withdraw student for the day*
  - *Leave up to school*
- In-school suspension (1–3 days)
- Detention out of school hours
- Suspension 1-10 days
- Suspension 11-20 days
- Upon re-entry: Options
  - *individual behaviour plan*
  - *Crisis management plan*
  - *Discipline improvement plan*
  - *Managed attendance*
  - *restricted entry*
  - *In-School withdrawal*
- Exclusion
- Cancellation of enrolment



**KAIMKILLENBUN STATE  
SCHOOL  
BEHAVIOUR  
BENCHMARKS**

**EXPECTATIONS:**

- \*Students will be able to identify their behaviour standard.
- \*Students will accept responsibility for their current behaviour and undertake via collaborative goal setting and review to bring about a positive behaviour change.
- \* **All students will strive to reach a *COMPETENT* or *EXCELLING* standard**

BEHAVIOUR CODE	BEGINNING	DEVELOPING	COMPETENT	EXCELLING
<b>Be Safe</b>	<p><b>RARELY</b>            Uses equipment safely/ appropriately            Moves safely through classroom/ school            Keeps hands/feet/teeth etc to self.            Follows directions of teachers/staff            Resolves conflict without violence.            Wears school uniform            Remains in class/school setting</p>	<p><b>SOMETIMES</b>            Uses equipment safely/ appropriately            Moves safely through classroom/school            Keeps hands/feet/teeth etc to self.            Follows directions of teachers/staff            Resolves conflict without violence.            Wears school uniform            Remains in class/school setting</p>	<p><b>USUALLY</b>            Uses equipment safely/ appropriately            Moves safely through classroom/school            Keeps hands/feet/teeth etc to self.            Follows directions of teachers/staff            Resolves conflict without violence.            Wears school uniform            Remains in class/school setting</p>	<p><b>ALWAYS (and encourages others to)</b>            Uses equipment safely/ appropriately            Moves safely through classroom/school            Keeps hands/feet/teeth etc to self.            Follows directions of teachers/staff            Resolves conflict without violence.            Wears school uniform            Remains in class/school setting            Serves as a role model for others.</p>
<b>Be Respectful</b>	<p><b>RARELY</b>            Treats own property with care.            Accepts others' feelings/opinions/ rights.            Speaks politely and appropriately.            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>	<p><b>SOMETIMES</b>            Treats own property with care.            Accepts others' feelings/opinions/ rights.            Speaks politely and appropriately.            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>	<p><b>USUALLY</b>            Treats own property with care.            Accepts others' feelings/opinions/ rights.            Speaks politely and appropriately.            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>	<p><b>ALWAYS (and encourages others to)</b>            Treats own property with care.            Accepts others' feelings/opinions/ rights.            Speaks politely and appropriately.            Listens to and follows the directions of all school staff/support personnel            Shows respect for school property.            Follows class and school expectations.            Cares for self and school work</p>
<b>Be Kind</b>	<p><b>RARELY</b>            Uses appropriate language and tone voice.            Invites others to join in groups and activities.            Accepts different ideas and abilities or modifies actions or activities to suit.            Assertive, and is usually passive or aggressive when interacting with others.</p>	<p><b>SOMETIMES</b>            Uses appropriate language and tone voice.            Invites others to join in groups and activities.            Accepts different ideas and abilities and modifies actions or activities to suit.            Assertive, but is generally either passive or aggressive when interacting with others.</p>	<p><b>USUALLY</b>            Uses appropriate language and tone voice.            Invites others to join in groups and activities.            Accepts different ideas and abilities and modifies actions or activities to suit.            Assertive when interacting with others.</p>	<p><b>ALWAYS (and encourages others to)</b>            Uses appropriate language and tone voice.            Invites others to join in groups and activities.            Accepts different ideas and abilities and modifies actions or activities to suit.            Assertive when interacting with others.</p>



**KAIMKILLENBUN STATE  
SCHOOL  
BEHAVIOUR  
BENCHMARKS**

**EXPECTATIONS:** \*Students will be able to identify their behaviour standard.  
 \*Students will accept responsibility for their current behaviour and undertake via collaborative goal setting and review to bring about a positive behaviour change.  
 \* All students will strive to reach a **COMPETENT** or **EXCELLING** standard

BEHAVIOUR CODE	BEGINNING	DEVELOPING	COMPETENT	EXCELLING
<b>Be Responsible</b>	<b>RARELY</b> Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.	<b>SOMETIMES</b> Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.	<b>USUALLY</b> Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.	<b>ALWAYS (and encourages others to)</b> Seeks/accepts/offers help when needed. Requires no prompting to behave Accepts responsibility/consequences of action Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures. Shows initiative in work/social situations.
	<b>RARELY</b> Stays on task Attempts all set tasks and completes activities (incl. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest	<b>SOMETIMES</b> Stays on task Attempts all set tasks and completes activities (incl. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest	<b>USUALLY</b> Stays on task Attempts all set tasks and completes activities (incl. Assignments/homework) Participates actively in class. Works to best of ability. Seeks help when needed Attempts to meet deadlines Is prepared and shows interest	<b>ALWAYS (and encourages others to)</b> Stays on task/ Participates actively Attempts all set tasks and completes activities (incl. assignments/homework) Works to best of ability. Seeks help when needed/Helps others Attempts to meet deadlines Is prepared and shows interest Accepts additional responsibilities/roles
	<b>RARELY</b> Listens to the ideas of others Takes responsibility for their role in a group situation Uses constructive and appropriate words and actions Works together with others to get a task done Shares resources and ideas Celebrates successful outcomes	<b>SOMETIMES</b> Listens to the ideas of others Takes responsibility for their role in a group situation Uses constructive and appropriate words and actions Works together with others to get a task done Shares resources and ideas Celebrates successful outcomes	<b>USUALLY</b> Listens to the ideas of others Takes responsibility for their role in a group situation Uses constructive and appropriate words and actions Works together with others to get a task done Shares resources and ideas Celebrates successful outcomes	<b>ALWAYS (and encourages others to)</b> Listens to the ideas of others Takes on a managing role in a group Takes responsibility for their role in a group situation Uses constructive and appropriate words and actions Works together with others to get a task done Shares resources and ideas Celebrates successful outcomes