



Positive Behaviour Policy

Philosophy

Our school's philosophy is that we believe that all students can learn how to be lifelong learners who can behave positively in all settings. Our purpose is to teach students appropriate behaviour through clear expectations and encouragement.

Vision

Our vision is to create a positive learning environment where teaching and learning occurs so that students can reach their potential. Respectful behaviour is modelled, taught explicitly and encouraged in all educational settings. Expected behaviours are clear, visible and consistent. Classroom routines are used consistently to manage behaviour and increase student engagement.

Staff use respectful strategies to discourage inappropriate behaviour. They actively supervise students in all educational settings. Students are provided with many opportunities to respond and activities that are sequenced and allow students' choice. Independent tasks provide students with practice of previously learned knowledge and skills. Students feel respected and safe, co-operate with staff respectfully and treat other students with kindness and respect. They can reach their potential in an optimal teaching and learning environment.

Why Encourage Behaviour?

- Clarifying and teaching classroom expectations alone are not sufficient.
- Similar to encouraging academic behaviour.
- Motivates students as they are initially learning expected behaviour, and maintains them as students become more fluent with use.
- Essential to changing student behaviour and creating a positive school environment.

Why Correct Social Errors?

- Upholds the importance of expectations.
- Restores order to the learning environment.
- Interrupts the inappropriate behaviour, preventing practice of that behaviour.
- Capitalises on the teachable moment.
- Gives the child a chance to learn to be successful.
- Increases probability of future correct behaviour.
- Decreases future time out of learning/instruction.
- Demonstrates care and concern by the adult.
- Builds relationships with students.
- Maintains a positive learning climate.

Springbrook State School Positive Behaviour Expectations

	Behaviour	Encouragement	Consequence
Uniform	Full school Uniform to be worn (unless student has a note to excuse them) <ul style="list-style-type: none"> • School shirt and maroon shorts skort • Maroon jumper • Black socks and hat • Black school shoes or sneakers • Long Hair tied back, only school colours for hair accessories 	Verbal praise Dojo Stickers Stamps	Reminders Prompts Contact with parent Referral to Admin
Before School	Arrive no earlier than 8.45 Remain in undercover area	Verbal praise Dojo	Reminders Prompts Kept in during play-time for explicit teaching and practice Loss of Dojo Referral to Admin
First Bell 8.55am	Place neatly in bag rack Line up outside classroom, in two straight lines quietly with required equipment Late arrivals – sign in at office		
Classroom	Listen to instructions Whole body listening Follow instructions immediately Put hand up to speak Active participation Transition quietly and quickly On task behaviour during activities follow noise levels determined by teacher depending on type of activity Keep book box tidy Keep tidy trays tidy Look after equipment and maintain it Charge Laptops and iPads after use Only school equipment brought to school Stay in seat at desk, unless given permission to move around the room Visit toilet sparingly and alone Drink bottle on desk	Verbal praise Proximity and positive attention Dojos Gotchas Group dojos Stickers Stamps Student rewards Student of the week awards Class party at the end of term	Reminders Prompts Proximity Kept in during play-time for explicit teaching and practice Loss of Dojo Time out Removal to Buddy Class Referral to Admin Major behaviour including: continual disruption, disrespect, yelling or physical misconduct immediate referral to Admin for meeting with Principal to determine consequence (detention; contact with parent; suspension)
Playground	Walking on concrete Remain seated during eating time Place rubbish in bins Ask for permission to play Return belongings to bag No Hat, No Play Remain in bounds Safe playing on playground Hands, feet and objects to self Respect personal space Play respectfully Return equipment to shed Visit toilet when bell rings and line up quickly and quietly	Verbal praise Proximity and positive attention Dojos Gotchas	Reminders Prompts Proximity Loss of Dojo Time out Referral to Admin Major behaviour including: continual disruption, disrespect, yelling or physical misconduct immediate referral to Admin for meeting with Principal to determine consequence (detention; contact with parent; suspension)
Assembly	Enter quietly and sit on carpet with whole body listening Stand and behave respectfully during National Anthem Listen respectfully to chairperson Clap at the end of awards Put hand up to speak	Verbal praise Proximity and positive attention Dojos Gotchas	Reminders Prompts Proximity Loss of Dojo Time out Kept in during play-time for explicit teaching and practice Loss of Dojo
Excursions	Behave respectfully at all times Move in two straight lines following teacher, quietly Hand up to speak	Verbal praise Proximity and positive attention Dojos Gotchas	Reminders Prompts Proximity Loss of Dojo Referral to Admin Major behaviour including: continual disruption, disrespect, yelling or physical misconduct referral to Admin for meeting with Principal to determine consequence (contact with parent; suspension)
After School	Move to front gate immediately when released Remain inside school grounds until parent arrives After 3.15, if parent is late, remain in classroom/office with staff until collected.	Verbal praise Proximity and positive attention	Reminders Prompts Proximity Loss of Dojo Referral to Admin