

GIDGEGANNUP PRIMARY SCHOOL



*Growth Through
Endeavour*

BEHAVIOUR MANAGEMENT PROCEDURES

Last review – February 2017

GIDGEGANNUP PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT
POLICY

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PROCEDURES FOR MANAGING STUDENT BEHAVIOUR

~ PHILOSOPHY ~

Gidgegannup Primary School operates on the belief that all students have the right to learn. To do so means that each student works towards creating a climate that is positive and productive. No student has the right to choose behaviour that infringes upon the rights of others.

As a staff, we believe that home and school must share the responsibility for teaching children and young adults appropriate behaviour. By working together we can increase the probability that students will learn responsibility and respect for others. In this way we can only increase their self-respect.

Gidgegannup Primary School adopts a school-wide behaviour management process which we believe reflects the philosophy stated above. Most students behave responsibly most of the time. On occasions students make mistakes. The school-wide behaviour management policy is designed to help students understand that they have chosen to behave inappropriately and to encourage them to acquire and apply more acceptable alternatives.

~ PURPOSE ~

The Gidgegannup Primary School Policy and Procedures for Managing Student Behaviour is a whole school approach that reflects a level of consultation and collaboration with all members of the school community. The policy and procedures were developed in response to Department of Education accountability requirements and the need for a set of standard procedures that reflect a safe, caring and supportive environment. All members of the school community must be committed to the aims and procedures of this policy for it to be effective.

~ AIMS ~

Students, Staff and Parents will work together to:

- ⇒ Create a safe and friendly learning environment so that the teachers and students can work together in harmony.
- ⇒ Create an environment where the rights and responsibilities of the individual are recognised and respected.
- ⇒ Establish and reinforce a code of behaviour that protects the rights of all individuals.
- ⇒ Establish and reinforce a clear set of consequences for individuals who do not follow the school's code of behaviour and encourage them to recognise and respect the rights of others.
- ⇒ Establish and reinforce procedures that resolve conflict in a positive, non - violent manner.
- ⇒ Recognise school community members whose excellent behaviour promotes a positive school environment.

~ OUR SCHOOL ETHOS ~

WORKPLACE ENVIRONMENT

- ⇒ Provide healthy, attractive rooms and grounds.
- ⇒ Provide a comfortable, secure environment with appropriate furnishings.
- ⇒ Provide suitable facilities to suit the learning programs – Pre-Primary, Kindy, Learning Technologies, Library, Art/Craft room, Music, LOTE, Physical Education, Science, Technology & Enterprise.

LEARNING

- ⇒ Develop a positive learning environment that promotes self-esteem.
- ⇒ Recognise that learning is developmental and each individual learns in different ways.
- ⇒ Learning is meaningful, relevant, purposeful and enjoyable.
- ⇒ Use different and appropriate strategies and resources relevant to student learning.

SCHOOL COMMUNITY

- ⇒ Provides and receives support from everyone within Gidgegannup PS.
- ⇒ Positively promotes Gidgegannup PS within the local and wider community.
- ⇒ Individual differences are respected and valued.

MANAGEMENT / STAFF

- ⇒ Continue to develop a collaborative and mutually supportive environment involving home and school.
- ⇒ Co-operative and committed approach by all members of the school community in the decision making process.
- ⇒ Staff will continue to develop a collaborative and professional approach to education.

~ RIGHTS ~

Members of the GPS School community have the right to:

- ⇒ Be respected, shown courtesy and honesty.
- ⇒ Work in a safe, secure, friendly & clean environment.
- ⇒ Work in a purposeful & non-disruptive environment.
- ⇒ Support and cooperate with each other (staff, students parents & community members).

~ ADMINISTRATION ~

ROLES & RESPONSIBILITIES

ROLES & RESPONSIBILITIES:

- ⇒ Provide a link between parents and staff.
- ⇒ Support teachers with behaviour development and management.
- ⇒ Ensure consistency in the implementation and maintenance of the behaviour management procedures throughout the school.
- ⇒ Administer detention / suspension procedures.
- ⇒ Record students behaviour on Behaviour Management (Integris).
- ⇒ Facilitate parent/teachers conferencing.
- ⇒ Provide relief teachers with guidelines pertaining to behaviour management in the school.
- ⇒ Organise duty roster and ensure that all teachers are aware of areas of responsibility.
- ⇒ Notify parents of in-school detentions / suspensions and out of school suspensions.
- ⇒ Assist teachers with writing IBMPs.
- ⇒ Assist teachers with writing Playground Behaviour Plans. Teachers share with parents.
- ⇒ Assist School Psychologist with writing PBC referrals.
- ⇒ Work in collaboration with School Psychologist with students who display continuous disruptive behaviours.

NOTE: Administration will perform the role outlined above when dealing with Serious Disruptive Behaviour and monitoring behaviour throughout the school.

Children referred to Administration will:

- ⇒ Have their offences moderated and will be counselled.
- ⇒ Be given the appropriate consequence deemed appropriate.
- ⇒ Have parents contacted and notified by phone or by letter/ Student Reflection sheet
- ⇒ Apologise to the class teacher and / or other parties before returning to the classroom.

~ TEACHING STAFF ~

ROLES & RESPONSIBILITIES

ROLES & RESPONSIBILITIES:

- ⇒ Develop and maintain a positive classroom environment.
- ⇒ Consistently apply the school behaviour management procedures with all children.
- ⇒ Display and discuss:
 - ⇒ **Behaviour Management Policy.**
 - ⇒ **Values in the Western Australian Curriculum.**
 - ⇒ **Classroom Expectations.**
- ⇒ Document student misbehaviour on the Behaviour Sheet (B Sheet) and make these available to the Administration.
- ⇒ Assist in the development in **Individual Behaviour Plans** where necessary:
 - ⇒ A number of students will need individual behaviour plans which differ from the behaviour management procedures listed in this policy.
 - ⇒ These plans are developed by the classroom teacher and if needed, consultation with the Deputy Principal / LSC and the School Psychologist.
 - ⇒ The student's parents or caregivers must be informed if a student has an individual behaviour plan and must sign off on the IBMP.
 - ⇒ Teachers who feel that they have students who are in need of an IBMP which also requires intervention from the school psychologist must make a referral through the Deputy Principal / LSC and complete a Student Services Referral Form.
- ⇒ Meet with parents and Administration where necessary.
- ⇒ Contribute to reviews of the school BMIS Policy.
- ⇒ Model respectful, courteous and honest behaviour.
- ⇒ Ensure the school environment is kept neat, tidy and secure.
- ⇒ Establish positive relationships with students and parents with good organisation and planning.
- ⇒ Report student progress to parents (positive & negative).
- ⇒ Have negotiated, clearly defined **Class Expectations:**
 - The Class Rules should:
 - ⇒ Reflect the general school expectations.
 - ⇒ Target students work habits.
 - ⇒ Target students behaviour.
 - ⇒ Formulated by negotiation between students and teachers.
 - ⇒ Expressed in positive terms.
 - ⇒ Displayed in and around the classroom.
 - ⇒ Always be referred to by the teacher and students.
 - ⇒ Sent home to inform parents of the expectations of the teacher's classroom.
 - ⇒ Specific and enforceable.
 - ⇒ Devise a set of expectations based on the VALUES from the Western Australian Curriculum. These values should be discussed and more specific behaviours should be highlighted with the students and displayed on a chart in a prominent position in the classroom. All students agree to abide by these rules and to accept the consequences if they do not.

~ SUPPORT STAFF ~

ROLES & RESPONSIBILITIES

~ SUPPORT STAFF ~

(Education Assistants, AIEO, Gardeners, Cleaners, Office Staff)

ROLES & RESPONSIBILITIES

- ⇒ Includes registrar, office/library staff, teacher assistants, AIEO, relief teachers, parent /canteen volunteers.
- ⇒ Be aware of our BMIS policy and procedures.
- ⇒ Support and follow the BMIS policy and procedures.
- ⇒ Liaise with teachers when using the BMIS policy and procedures.
- ⇒ Implement IBMP's for students.

RUNNING STUDENTS PROCEDURES

- ⇒ Call / page Admin
- ⇒ Observe student (**monitor from safe distance / do not chase**)
- ⇒ Continue monitoring until Admin arrive.

~ SCHOOL PSYCHOLOGIST ~

ROLES & RESPONSIBILITIES

- ⇒ Offer support and advice to all school staff.
- ⇒ Assist in the maintenance and evaluation of the BMIS Policy.
- ⇒ Be a resource person for children, parents and staff.
- ⇒ Assist by providing specialised counselling to parents and children directly or through the referral to appropriate community agencies.
- ⇒ Assist teachers in the development of Individual Behaviour Plans.
- ⇒ Write PBC referrals.

~ PARENTS & STUDENTS ~

ROLES, RESPONSIBILITIES & RIGHTS

~ STUDENTS ~

ROLES & RESPONSIBILITIES

- ⇒ Show Respect, Courtesy, Honesty.
- ⇒ Learn in a positive & supportive environment
- ⇒ Work & play in a safe, secure, friendly & clean environment.
- ⇒ Attend a school that encourages pride in their school, their appearance & work habits.
- ⇒ Have an awareness & understanding of school and class expectations.
- ⇒ Ensure their behaviour is not disruptive to the learning of others.
- ⇒ Ensure the school environment is kept neat, tidy and secure.
- ⇒ Ensure they are punctual, polite, prepared and display a positive manner.
- ⇒ Show respect & concern for others and their rights.

~ PARENTS ~

ROLES & RESPONSIBILITIES

- ⇒ Be informed of course and curriculum material, behaviour management, procedures and decisions affecting their child's health and welfare.
- ⇒ Access a meaningful and adequate education for their child.
- ⇒ Be informed of their child's academic and social progress.
- ⇒ Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- ⇒ Ensure that their child attends school.
- ⇒ Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- ⇒ Ensure their child is provided with appropriate materials to make effective use of the learning environment.
- ⇒ Support the school in providing a meaningful and adequate education for their child.
- ⇒ Attend meetings arranged by the school to discuss their child's welfare.
- ⇒ Be informed when their child has breached the school's code of conduct.

BEHAVIOUR MANAGEMENT FLOWCHART

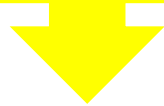
Low key responses used in the classroom to maintain a positive learning environment e.g. Greet at the door, Signal to begin, Proximity, Deal with the problem – not the student, Be polite, Deal with the allies first, Minimal verbals, The look, Be on alert, Transition and Ignore.



Choose your action, choose your consequence.

STEP ONE

Inappropriate Behaviour
Verbal Reminder
Written Record Commences (Name written on B-Sheet)



STEP TWO

Repeated Inappropriate Behaviour
Time Out in Class



STEP THREE

Repeated Inappropriate Behaviour
Time Out in Buddy Class (15 minutes)
Take B-Sheet

Time Out in Buddy Class



STEP FOUR

Repeated Inappropriate Behaviour
Detention (Time as determined by Admin)
Take B-Sheet

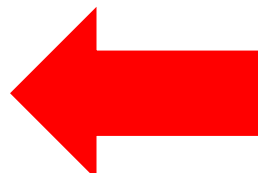


STEP Five

Repeated Inappropriate Behaviour
Send to Admin
(Consequences determined by Admin)
Take B-Sheet

SEVERE CLAUSE Send Immediately to Admin

(Consequences determined by Admin)
Take B-Sheet



~ GUIDELINES FOR DETENTION ~

- ⇒ Detention is completed outside the staffroom or in a location as determined by the Administration.
- ⇒ Detention will be administered by either the Deputy Principal or Principal.
- ⇒ Students will complete work during detention. If the work is not completed the student will complete the work the following day during detention.
- ⇒ For serious **breaches** of Detention procedures, Administration will administer the appropriate consequence.
- ⇒ Pupils who are absent from school during their period of detention will complete the detention on their return to school.

~ GUIDELINES FOR IN-SCHOOL SUSPENSION ~

- ⇒ The placement of students on in-school suspension will be authorised by the Deputy Principal or Principal in consultation with the classroom teacher and parents as one of a number of available counselling and behaviour management measures in dealing with students who exhibit disruptive behaviour.
- ⇒ The period of time the student receives will be the decision of the Deputy Principal or Principal.
- ⇒ Students will be given a work package (provided by the classroom teacher) to complete during their in-school suspension and the package must be completed before heading back to class.
- ⇒ Students who are absent from school will complete their term of in-school suspension when they return to school.
- ⇒ If a student receives an in-school suspension a letter is posted home informing the parents of the misbehaviour and recorded using Behaviour Manager.

~ GUIDELINES FOR SUSPENSION ~

- ⇒ The Deputy Principal or Principal may authorise the suspension of students in cases of either repeated misbehaviour or of serious misbehaviour (severe clause).
- ⇒ Parents will be contacted and notified of the decision to suspend their child.
- ⇒ Suspension details are recorded on Behaviour Manager.
- ⇒ A copy of the suspension notice will be forwarded to the parents and sent to Regional Office through nightly captures of Integris.
- ⇒ Students will be given a work package to complete whilst on suspension at home.

~ SERIOUS DISRUPTIVE BEHAVIOUR ~

SEVERE CLAUSE:

Serious disruptive behaviour in the classroom occurs when the teacher has to abandon teaching to deal with the behaviour.

It includes:

- ⇒ Violence - Unrestrained.
- ⇒ Attack on teacher or another child.
- ⇒ Blatant refusal to obey.
- ⇒ Verbal abuse to staff or student.
- ⇒ Malicious attack on school property.
- ⇒ Leaving the room without the teacher's permission (to avoid consequences).

PROCEDURE:

- ⇒ The child will be asked to go to see the Deputy Principal or Principal.
- ⇒ The Teacher sends the Behaviour Sheet to the Deputy Principal or Principal as a record of the student's Behaviour.
- ⇒ Specialist teachers use classroom Behaviour Sheets – Children take Behaviour Sheets to specialist classes.

If the child refuses:

- ⇒ Teacher will contact the Deputy Principal or Principal via the classroom phone or by sending a student.
- ⇒ Deputy Principal or Principal will come down and collect the student along with the Behaviour Sheet.

RED CARD PROCEDURE

The Red Card should be used in emergency situations such as:

- ⇒ A teacher has fears for his or her personal safety.
- ⇒ A teacher has fears for the safety of a child or children in their care.

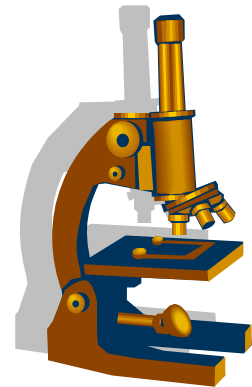
NOTE: Administration takes charge and has responsibility for any Red Card situation once they are present at the scene.

~ SPECIALIST CLASSES ~

PROCEDURES:

⇒ A three step process is used in specialist classes.

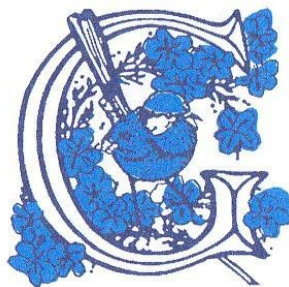
1. Warning (Name on B-Sheet)
2. In class time out.
3. Send to Admin with work.



Gidgegannup Primary School

School Expectations

1. Follow adult instructions.
2. Speak nicely and respectfully to each other.
3. Keep hands, feet and objects to yourself.
4. Act safely at all times.
5. Students are only allowed in classrooms when there is adult supervision.



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~ PLAYGROUND EXPECTATIONS / PROCEDURES ~

RULES

The playground rules are based on the 5 Values:

- ⇒ Fighting will not be tolerated.
- ⇒ Bullying, physically or verbally will not be tolerated.
- ⇒ Students will obey all instructions given to them by a teacher.
- ⇒ Unsafe play or behaviour is unacceptable. Students must be SAFE & SENSIBLE.
- ⇒ Swearing/obscene language is unacceptable.
- ⇒ Children may only enter a classroom when a teacher is present.

LOW LEVEL BEHAVIOURS - "BLUE SLIP"

This is the process that teachers follow when students demonstrate low level behaviours in the playground.

- ⇒ If the child misbehaves the teacher is to write out a "Blue Slip".
- ⇒ The student is told by the teacher that they have been given a "Blue Slip".
- ⇒ The "Blue Slip" is then handed to the classroom teacher.
- ⇒ The classroom teacher then transfers the information to the "B-Sheet" and staples the Blue Slip to the Behaviour Sheet.

BUS BEHAVIOURS - "GREEN SLIP"

This is the process that teachers follow when students misbehave at the bus lines before & after school:

- ⇒ If the child misbehaves the teacher is to write out a "Green Slip".
- ⇒ The student is told by the teacher that they have been given a "Green Slip".
- ⇒ The "Green Slip" is then handed to the classroom teacher.
- ⇒ The classroom teacher then transfers the information to the "B-Sheet" and staples the Green Slip to the Behaviour Sheet.

SEVERE BEHAVIOURS - "RED SLIP"

This is the process that teachers follow when students demonstrate major / severe behaviours in the playground.

- ⇒ If the child displays severe behaviours (see Red Slip) the teacher is to write out a "Red Slip".
- ⇒ The student is sent straight to the Deputy / Principal's Office or Detention for immediate playground withdrawal.
- ⇒ The "Red Slip" is then handed to the Deputy / Principal.
- ⇒ The teacher collects the student and then takes them back to class.
- ⇒ The teacher transfers the information to the "B-Sheet" and staples the "Red Slip" to the Behaviour Sheet.

NOTE: In the case of major misbehaviours, if students do not go straight the office the duty teacher contacts administration by sending another child with the "Red Slip".

Gidgegannup Primary School

Bus Expectations

1.) Stay sitting in your bus groups.

2.) No ball games.

3.) Ask permission to leave your group.

4.) Parents **must** see a staff member before taking their children.



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~ INCENTIVES ~

Incentives are used to reward and reinforce positive behaviour throughout Gidgegannup Primary School.

WHOLE SCHOOL REWARDS

- Honour Certificates.
- Aussie of the Month (Assemblies)
- Faction points
- End of term rewards

CLASSROOM REWARDS

Put in place by individual classroom teachers such as:

- Stamps and stickers.
- Free time or reward activities.
- Special duties or responsibilities within the classroom.
- Positive feedback to parents on a regular basis
- Bucket filling

PLAYGROUND REWARDS

Within the duty bags there are Faction points to be handed out. Put in place by individual classroom teachers such as:



Behaviour Sheet



Name:		Teacher:	
Date:		Year Level:	
Room:		Room:	
Behaviours: (Please circle and place number in right column)		WRITTEN WARNING In Class Timeout Behaviour Details: _____ Time: _____	
Negative Behaviours: 1. Constantly talking at inappropriate times. 2. Walking around room at inappropriate times. 3. Calling out at inappropriate times. 4. Distracting others from their tasks. 5. Annoying noises 6. Inattentive/off task. 7. Rudeness or bad manners. 8. Answering back. 9. Walking out of class without permission. 10. Not following instructions. 11. Vandalism / Graffiti. 12. Spitting. 13. Throwing objects.		<input type="checkbox"/> Already had Time Out in Class.	
Non-Physical and Physical Behaviours 14. Not keeping hands and feet to self. 15. Teasing others. 16. Crude/Racist/Gender remarks or gestures. 17. Swearing. 18. Threatening other students.		BUDDY CLASS Behaviour Details: _____ Time: _____ _____ Initial: _____ <input type="checkbox"/> Already been to Buddy Class	
Severe: Straight to Administration 19. Stealing. 20. Physical Fighting. 21. Verbal abuse to teacher / adult. 22. Physical abuse to teacher/adult. 23. Bullying (Repetitive targeting of 1 student)		DETENTION Send to Office Behaviour Details: _____ Time: _____ <input type="checkbox"/> Already been to Detention	
Playground: 24. Poor playground behaviour (Attach Blue Slip) 25. Late to Class.		ADMINISTRATION Send to Office Behaviour Details: _____ Time: _____ <input type="checkbox"/> Already been to Office	
Other: 26. _____			
Consequences: <input type="checkbox"/> Admin Timeout <input type="checkbox"/> Detention <input type="checkbox"/> Withdrawal <input type="checkbox"/> Suspension		Administration Action: <input type="checkbox"/> Counsellor <input type="checkbox"/> Entered on Behaviour Manager <input type="checkbox"/> Parents Contacted Signed: _____ Date: _____	



Behaviour Sheet



Name:		Teacher:	
Date:		Year Level:	
Room:		Room:	
Behaviours: (Please circle and place number in right column)		WRITTEN WARNING In Class Timeout Behaviour Details: _____ Time: _____	
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Other: 26. _____			
Consequences: <input type="checkbox"/> Admin Timeout <input type="checkbox"/> Detention <input type="checkbox"/> Withdrawal <input type="checkbox"/> Suspension		Administration Action: <input type="checkbox"/> Counsellor <input type="checkbox"/> Entered on Behaviour Manager <input type="checkbox"/> Parents Contacted Signed: _____ Date: _____	

GIDGEGANNUP PRIMARY SCHOOL
"BLUE" PLAYGROUND SLIP
LOW LEVEL PLAYGROUND BEHAVIOUR
 Hand to Classroom Teacher

NAME: _____ ROOM: _____

Not Following Instructions	
No Hat	
No Shoes	
Littering	
Running on Verandas	
Swearing	
Walking around while eating	
Out of Bounds	
Inside school building	
Inappropriate behaviour in the toilets	
Playing around the drink fountain	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL
"BLUE" PLAYGROUND SLIP
LOW LEVEL PLAYGROUND BEHAVIOUR
 Hand to Classroom Teacher

NAME: _____ ROOM: _____

Not Following Instructions	
No Hat	
No Shoes	
Littering	
Running on Verandas	
Swearing	
Walking around while eating	
Out of Bounds	
Inside school building	
Inappropriate behaviour in the toilets	
Playing around the drink fountain	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL
"BLUE" PLAYGROUND SLIP
LOW LEVEL PLAYGROUND BEHAVIOUR
 Hand to Classroom Teacher

NAME: _____ ROOM: _____

Not Following Instructions	
No Hat	
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Littering	
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Walking around while eating	
Out of Bounds	
Inside school building	
Inappropriate behaviour in the toilets	
Playing around the drink fountain	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL
"BLUE" PLAYGROUND SLIP
LOW LEVEL PLAYGROUND BEHAVIOUR
 Hand to Classroom Teacher

NAME: _____ ROOM: _____

Not Following Instructions	
No Hat	
No Shoes	
Littering	
Running on Verandas	
Swearing	
Walking around while eating	
Out of Bounds	
Inside school building	
Inappropriate behaviour in the toilets	
Playing around the drink fountain	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL
"RED" PLAYGROUND SLIP
SEVERE PLAYGROUND BEHAVIOUR
 Immediate Withdrawal

NAME: _____ ROOM: _____

Already had Blue Playground Slip / Continuation of refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
Speaking inappropriately / Swearing / Rudeness / Bad Manners towards Teacher / Adult	
Teasing other students	
Inappropriate use of play equipment	
Speaking inappropriately to other children / bullying	
Threatening other students	
Out of school grounds	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL
"RED" PLAYGROUND SLIP
SEVERE PLAYGROUND BEHAVIOUR
 Immediate Withdrawal

NAME: _____ ROOM: _____

Already had Blue Playground Slip / Continuation of refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
Speaking inappropriately / Swearing / Rudeness / Bad Manners towards Teacher / Adult	
Teasing other students	
Inappropriate use of play equipment	
Speaking inappropriately to other children / bullying	
Threatening other students	
Out of school grounds	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL
"RED" PLAYGROUND SLIP SEVERE
PLAYGROUND BEHAVIOUR
 Immediate Withdrawal

NAME: _____ ROOM: _____

Already had Blue Playground Slip / Continuation of refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
Speaking inappropriately / Swearing / Rudeness / Bad Manners towards Teacher / Adult	
Teasing other students	
Inappropriate use of play equipment	
Speaking inappropriately to other children / bullying	
Threatening other students	
Out of school grounds	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL
"RED" PLAYGROUND SLIP SEVERE
PLAYGROUND BEHAVIOUR
 Immediate Withdrawal

NAME: _____ ROOM: _____

Already had Blue Playground Slip / Continuation of refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
Speaking inappropriately / Swearing / Rudeness / Bad Manners towards Teacher / Adult	
Teasing other students	
Inappropriate use of play equipment	
Speaking inappropriately to other children / bullying	
Threatening other students	
Out of school grounds	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL

"GREEN" BUS SLIP

LOW LEVEL BEHAVIOUR

Hand to Classroom Teacher

NAME: _____ ROOM: _____

Refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
Speaking inappropriately / Swearing / Rudeness / Bad Manners towards Teacher / Adult	
Teasing other students	
Inappropriate use of play equipment	
Speaking inappropriately to other children / bullying (Repetitive targeting of 1 student)	
Threatening other students	
Out of bounds / bus line	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL

"GREEN" BUS SLIP

LOW LEVEL BEHAVIOUR

Hand to Classroom Teacher

NAME: _____ ROOM: _____

Refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
Speaking inappropriately / Swearing / Rudeness / Bad Manners towards Teacher / Adult	
Teasing other students	
Inappropriate use of play equipment	
Speaking inappropriately to other children / bullying (Repetitive targeting of 1 student)	
Threatening other students	
Out of bounds / bus line	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL

"GREEN" BUS SLIP

LOW LEVEL BEHAVIOUR

Hand to Classroom Teacher

NAME: _____ ROOM: _____

Refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
Speaking inappropriately / Swearing / Rudeness / Bad Manners towards Teacher / Adult	
Teasing other students	
Inappropriate use of play equipment	
Speaking inappropriately to other children / bullying (Repetitive targeting of 1 student)	
Threatening other students	
Out of bounds / bus line	

Other: _____

Duty Teacher: _____

Date: _____ Recess Lunch

GIDGEGANNUP PRIMARY SCHOOL

"GREEN" BUS SLIP

LOW LEVEL BEHAVIOUR

Hand to Classroom Teacher

NAME: _____ ROOM: _____

Refusal to follow teachers instructions	
Not keeping hands and feet to self	
Fighting / Punching / kicking	
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Other: _____

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Date: _____ Recess Lunch