Duncraig Primary School

Behaviour Management Plan
2014 - 2016

Correct as at – 30/01/2014
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Behaviour Management

Ethos Statement

Behaviour Management is not just the management of student behaviour; it includes the whole attitude and ethos of the school. It encompasses meeting the social, emotional, physical and academic needs of students and school community. Staff are currently engaging in sessions developed by KidsMatter to improve knowledge and understanding of the mental health of students. Focusing on promoting a positive school environment is expected to improve student attendance and participation at school. This plan will continue to develop as more of KidsMatter is introduced at the school.

The staff at Duncraig Primary School are committed to providing quality educational opportunities for all students. We aim to establish and maintain a safe and engaging learning environment that will embrace the knowledge, understandings and values outlined in the Australian Curriculum. The learning environment of Duncraig Primary School will reflect the values and policies of the Department of Education, Western Australia. The Behaviour Management Plan (BMP) aims to support staff and students in maintaining a positive and respectful environment so all members of the community can work together in harmony.

Duncraig Primary School’s BMP includes:
- Steps for Staff and Parent Induction
- School Rules
- Rights, Roles and Responsibilities of Staff, Parents and Students
- Golden Rules for Effective Classroom Management
- Positive Incentives for student behaviour management
- Responding to inappropriate behaviour

School Staff Induction

To ensure all staff with student contact have a clear and common understanding of the purpose of the school’s BMP, the following steps will be taken:
- The BMP must be presented to the whole school staff and worked through step by step.
- Review dates are to be set to ensure the plan remains valid and functional.
- The BMP is to become a regular agenda item of whole school staff meetings.
- Teachers must make contact with previous teachers to discuss student behaviours. Where this is not possible, student files and formal reports should be referred to.
- Behaviour management resources will be available in the school resource room.
- Administration and or School Psychologist should be consulted for assistance regarding management of student behaviour.
- Relief staff need to be provided with a copy of the Behaviour Management Plan pamphlet by staff member on leave or administration as required.
Parent Induction

Parents also need to be aware of the school’s approach to behaviour management. To ensure parents are made aware, the following will be implemented:

- A brochure will be distributed to all parents outlining the BMP at the start of the school year. This brochure will also be handed to parents as new students enrol (Appendix M).
- Changes will be outlined in the Newsletter and updates will be a regular feature
- Teachers and Education Assistants will need to ensure all parents are aware of the program.

School Rules

The School Rules for Duncraig Primary School are as follows:

1. Follow adult instructions
2. Show respect for people and property
3. Keep hands, feet and objects to yourself
4. Act safely at all times

(See Appendix A for the Rules in Poster format)

These rules apply to students from years K – 7, in all learning areas, in the classroom and in the playground.
## Rights and Responsibilities

<table>
<thead>
<tr>
<th>MEMBERS</th>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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| All students, staff, parents and wider school community | • Are safe and supported in the school environment  
  • Are treated with care and respect  
  • Be safe and secure in a safe and friendly environment | • Establish positive relationships  
  • Treat others with care and respect  
  • Respect and accept individual differences  
  • Ensure school environment is kept neat and tidy |
| Administrators | • Are supported in developing and implementing the school’s BMP to prevent and effectively manage behaviour | • Ensure School Board endorses plan  
  • Distribute parent brochure to inform parents of the school plan  
  • Support staff to implement the BMP  
  • Provide a link between parents and staff and facilitate parent/child/teacher conferencing  
  • Ensure consistency in the implementation and maintenance of behaviour management throughout the school  
  • Collate behaviour management data for regular analysis |
| Staff | • Cooperation and support from parents  
  • Access to curriculum resources suitable for supporting students in building positive relationships, resiliency, safety and bullying prevention  
  • Are informed of the school’s BMP and given the opportunity to provide input  
  • Access to professional learning in preventing and effectively managing behaviour | • Inform parents of school plan  
  • Enforce school rules  
  • Promote and model respectful, courteous and honest behaviour  
  • Ensure good organisation and planning  
  • Report on progress of student behaviour  
  • Keep clear records of student behaviour, correctional strategies, parent meetings  
  • Develop individual plans for students as necessary  
  • Make regular parent contact for positive behaviour for each child |
| Students | • Learn in a purposeful and supportive environment  
  • Work and play in a safe, secure, clean and friendly environment  
  • Are informed of the school’s BMP  
  • Provided with support to manage behaviour | • Follow school rules and ensure their behaviour is not disruptive to the learning of others  
  • Be responsible for their own behaviour |
| Parents | • Expect children to be safe and provided with a supportive school environment and treated with respect  
  • Be informed of course and curriculum material, behaviour management processes and decisions affecting their child’s health and safety  
  • Be informed of child’s progress  
  • Be heard in an appropriate forum on matters related to the rights of their child | • Support and encourage children to treat others with respect  
  • Be aware of school BMP  
  • Teach children to be responsible for their own behaviour  
  • Ensure that the physical and emotional condition of their child is at optimum for effective learning  
  • Ensure their child attends school |

See Appendix B for a class copy of the Rights and Responsibilities.
Golden Rules of Behaviour Management for Staff

- School rules, ‘Rights and Responsibilities’ and DPS Behaviour Management Summary should be clearly displayed in the class – each party should be made aware of what it means to them and be reminded of this regularly.
- Set consistent and achievable standards.
- Promote a positive working environment – i.e. give consideration to student seating and classroom arrangements.
- Prepare each lesson thoroughly. Teachers must:
  - Know what they wish to achieve
  - Know their content
  - Have a meaningful introduction and conclusion to lessons
  - Have prepared the necessary resources
  - Be punctual for the commencement of all lessons
- During the lesson:
  - Give clear instructions
  - Ensure transitions and movement around the class is done in a way to minimise disruptions
  - Differentiate curriculum for individual students
  - Choose carefully the time for the lesson
  - Use motivational techniques
  - Cater for a variety of interest
  - Be flexible and adaptable in approach
  - Use positive reinforcement for appropriate behaviour
    
    Note that:
    - positive incentives must be earned rather than just given
    - verbal encouragement should be the most used incentive
    - a variety of positive incentives should be used – change incentives regularly to maintain enthusiasm
    - desired behaviour should be rewarded
    - every child should be given the opportunity to earn and receive acknowledgement of their worth
- Be alert to disruptive students and be prepared to use the school BMP to combat inappropriate behaviour.
- Be careful when giving public praise as it could cause embarrassment, shame or ridicule from others. Private acknowledgement / reprimand is more effective than public.
- Do not publicly chastise a student, rather withdraw to a quiet area and talk to the student one to one explaining what is and what is not acceptable behaviour
- Yelling will only increase your stress levels as well as the student’s.

The overall aim of these behaviour management practices is to ensure the establishment of high quality positive relationships between staff and students.
**Behaviour Management Summary**

The following flowchart provides a simple summary of our Behaviour Management Plan.

**Pastoral Care Program**

Our Behaviour Management Plan is developed around rewarding and encouraging the positive behaviours we expect.

**Level 1**

All teachers will have their own classroom incentive plans, for encouraging and rewarding appropriate behaviour. Children have a choice when deciding on their behaviour. Teachers will initially use low key responses to curb unwanted behaviour. If students continue to display unacceptable behaviour, the following consequences will apply, in both the classroom and the playground.

**Classroom**

- **Level 2**
  - Official warning
  - Choice to follow rules or go to classroom isolation

- **Level 3**
  - Classroom isolation for 3 – 5 minutes

- **Level 4**
  - Sent to ‘Time Out’ room for 10 – 20 minutes.
  - Home informed by Blue Slip.

**Playground**

- **Level 2**
  - Official warning and choice to follow rules or be removed from playground

- **Level 3**
  - Walk with duty teacher for 5 mins.

- **Level 4**
  - Student removed from break time for up to 20 minutes.
  - Home informed by Administration

**Level 5 – Administration**

Students will be referred to the Deputy / Principal for serious misbehaviour or failure to go to ‘Time Out’. Strategies at this stage can include loss of privileges, in school or out of school suspension or individual behaviour plans. Parents/carers would be contacted at this stage if not beforehand.
Positive Consequences

- Positive consequences take place throughout the school on a variety of levels
- Individual classes are expected to have developed and displayed their own plan for reinforcing and rewarding desired behaviour. These may involve; raffle tickets, marbles in a jar, group points, class money, sticker charts or positive notes home/letter of commendation (Appendix L). Food as a reward is generally not considered appropriate.

Duncraig Ds

- Duncraig D’s are tokens given to students to reward positive behaviour in either the classroom or the playground.
- Students write their name and faction on the token and then place token in the box outside the Deputy’s office. These are collated by Faction Captains and announced each assembly. The faction with the most points receive an extended playtime. Dependant on weather and other factors, this will generally be an early recess so that teachers can monitor that only students of the winning faction participate. We will aim for this to take place on assembly days and will be supervised by admin and available EAs in a designated area.
- Two tokens are drawn from each faction prior to assemblies to receive a canteen voucher

<table>
<thead>
<tr>
<th>DUNCRAIG PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>Name: ……………………………………</td>
</tr>
<tr>
<td>Room: ……………………………….……….</td>
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<tr>
<td>Faction: Red Gold Green</td>
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Low Key Responses

Low Key Responses are key ideas and strategies to address behaviour management as identified by Barrie Bennett and Peter Smilanich in their book *Classroom Management: A Thinking & Caring Approach* (Bennett, B. & Smilanich, P, 1994).

The Classroom Management Strategies course is highly recommended, but takes a few days to complete properly. The book mentioned above is also highly recommended and a copy can be found in the teacher resource section of the school library. Barrie Bennett is also responsible for Cooperative Learning Strategies and Instructional Intelligences, both of which are recognised at Duncraig Primary School as being important for sound teaching and learning.

The purpose of the Low Key Responses are to clearly communicate that the teacher is aware of what is happening in their classroom by managing classroom routines, and swiftly and quietly dealing with student misbehaviour before it becomes a problem.

Key attributes of low key responses are that they;

- Use minimal verbal communication
- Are not a distraction to the rest of the class
- Allow the lesson to continue to flow
- Do not invite escalation

Ways identified by Bennett and Smilanich to deal with misbehaviour before it becomes a problem include;

- Winning over – meet students at the door, take a genuine interest in their lives, develop positive relationships
- Explicitly teach & reinforce signals for gaining attention and procedures for lesson transitions. Practice (repeatedly) and give explicit feedback on students’ performance
- Vary your position in the class. Be a moving target. Don’t be afraid to move in amongst students to ensure compliance, especially when seeking their attention prior to issuing instructions
- Facilitate interesting learning experiences – use instructional learning strategies
- Non-verbal/minimal verbal responses – active scan, use of proximity, “the look”, use of student’s name, dramatic pause, hand gestures, assertive body language, planned ignore (of attention-seeking behaviour)
- Demonstrated respect & polite attitude towards ALL students, particularly those who are misbehaving
- Be careful using proximity / touch - beware of & respect students’ personal space & cultural differences. Seek to avoid ‘standing over’ or ‘backing students into a corner’
• Your allies (those students who are actually demonstrating their best behaviour), are an asset. Reinforce their positive behaviours, and try to avoid collective punishment
• Focus on the behaviour, not the student. This communicates to the student that they are accepted in the classroom, but their negative behaviours are not

When several low key responses have failed to stop the misbehaviour, the teacher would then directly and politely give a verbal request to stop the misbehaviour (see ‘Staff Script for Behaviour Management’).

Following this, if necessary, the student is offered a choice. Use an assertive, unemotional voice. For example: “You have a choice – you can choose to behave, or you can choose to go to classroom isolation. What do you want to do?” Wait for response, and end with a “Thank you”. This process does not have to be conducted in public. Students hate to be shamed or humiliated, and a public reprimand is not always the best approach. In some cases, it is very important to remove the audience. Taking misbehaving students aside for a quiet chat, or keeping them behind for a few minutes at break time can prove extremely effective, particularly if you are dealing with an angry /attention seeking student. This action makes the student responsible for their own behaviour, and the consequences they will face if they choose to continue their misbehaviour.

If the student continues to misbehave, follow through with the consequence. “You’ve made your choice, please …”

If a student tries to draw you in a power struggle, you need to recognise and circumvent it. This is NOT easy, but essential if you wish to maintain your sanity in complex behaviour situations.

If you are faced with a situation where the student has lost control of their anger (e.g. throwing chairs), it is important to remove the audience (either the class or the student) to avoid shaming them, and to allow them to calm down. This also allows the teacher time to consider an appropriate course of action, such as seeking assistance from Administration (See ‘Red Cards’).

For situations that don’t warrant the Behaviour Management Plan being implemented, ie, late to class, homework not submitted, poor work standards etc, a Letter of Concern may be used to inform parents (Appendix K).
Cool Down Time

- The Cool Down Time is to be used before a negative behaviour occurs. This will require careful teacher observation and judgment as once the unwanted behaviour occurs it is too late to use this strategy and the usual Behaviour Management steps will need to be followed.
- Examples of when this strategy may be used include when a student;
  - Has been involved in an incident at break time and needs some further time to settle down before returning to class.
  - Is angry or has been upset in class and is finding it difficult to return to work.
  - Needs to be removed from a situation to ‘de-escalate’ an issue.
- To initiate the Cool Down Time, hand the green ‘Cool Down Time’ card (Appendix D) to the student and send them to a pre-negotiated class or area. Due to there usually being more staff and access to hands-on activities in the junior primary classes, they may better suit this purpose than other classes in the school. There they will either help the teacher, work with puzzles or do whatever it takes to take their mind off what was troubling them in class.
- Taking on a student who is on Cool Down Time is not expected to disrupt the receiving class beyond some instruction on what the student may do stated in neutral tones. If the incoming student is disruptive they are to be returned to class. Administration would need to be informed in this case.
- Sending and receiving teachers must bear in mind that this is not a punishment or a reward. Students will also need to be made aware of this through both verbal and non-verbal means. (i.e., tell them why they are being sent to Cool Down and be mindful of tone of voice, body language, etc when doing so.)
- If a receiving teacher’s class is out of the room, i.e. at sport, the receiving teacher can either send the student back to class or, preferably, make other arrangements for them.
- Class work does not need to be sent with the student.
- The Cool Down period is only for 15 minutes. Further time may be negotiated with teachers involved if deemed necessary. Class work may need to be provided at this stage.
- When the student returns to class they are expected to do so with a minimum of disruption to the rest of the class.
Staff Script for Behaviour Management

1. **Warning** (“Matthew, please turn around and stop talking to Paul.”)*

2. **Warning and Choice** (“Matthew, you need to make a choice about your behaviour. Either turn around and stop talking to Paul or you will have to go to Classroom isolation.”)*

3. **Time Out Chair** (“Matthew, you have chosen to break the class rule. Go to Classroom isolation please.”)*

* It is important to allow the student the opportunity to make the correct decision and take responsibility for their own actions without the pressure of being watched by the teacher. After warnings (Steps 1 and 2) turn away momentarily and give them ‘take up time’.

Warnings and Time Outs need to be administered in a non-emotive manner. Students need to understand that it is their behaviour, not them as an individual that you disapprove of.

4. **Return to desk** (Student returns to desk at the end of 3-5 minutes in classroom isolation. Use timers, to enable students to self monitor and return to desk without further disruption to lesson or intervention from teacher.)

5. **Positive statement** (Teacher looks for early opportunity to praise student on correct behaviour. “I like the way you are working, Matthew.”)

6. **Incident is over** and is not referred to again.

Alternatively, if the negative behaviour escalates, or the student continues to be disruptive in the Time Out chair, or refuses to go to the Time Out chair, the student is to be sent to the Time out room.

**Time Out Room Warning and Choice** (“Matthew, you need to make a choice about your behaviour. You can either go to classroom isolation/sit quietly in classroom isolation or you will have to go to the Time Out Room.”)

**Time Out Room** (“Matthew, you have chosen to go to the Time Out Room. Take this blue form I have filled out and go to Room 7.”)

The student may go to their Time Out room by themselves or escorted by another student as required. A blue Time Out Slip (Appendix C) will need to go with the student to inform the receiving teacher of how long the student is to remain with them and also to sign once their time is done etc.

When a student returns to class, similar action to Steps 4, 5 and 6 (as above) should take place. Brief details of why the student was sent to the Time Out room should be written on the back of the top half of the blue slip and retained for further reference. The bottom half of the blue slip should be filled out and sent home for a parent to sign and
return. The teacher should monitor the return of these slips. The Behaviour Tracking Sheet (Appendix E/F) will also need to be marked to record the individual student’s behaviour.

In cases where a student refuses to go to their Time Out Room, another student should be sent to the office requesting the assistance of the deputy or principal.

**Administration Warning and Choice** ("Matthew, you need to make a choice about your behaviour. Either go to the Time Out Room or I will have to send for the Deputy/Principal who may give you in-school suspension.")

**Time Out Room** ("Matthew, you have chosen for me to send for the Deputy/Principal. John, will you please go to the office and ask the Deputy/Principal to come to our room.")

From this point administration staff will take over the situation and will use their discretion as to further steps to be taken such as loss of privilege, break time withdrawals or in/out of school suspension. The class teacher is still responsible for filling in the Behaviour Tracking Sheet to record the student’s behaviour.

When the student does return to class, the same action (Steps 4, 5 and 6, as above) should be taken in order to ensure as smooth a re-entry to the learning environment as possible.

It is important to note that unlike some Behaviour Management Plans, ie Canter’s Approach to Assertive Discipline where crosses were put against a student’s name on the board for unwanted behaviours, this approach is not cumulative. This means that a student’s behaviours in one lesson do not hang over them all day. A student’s negative behaviours are addressed at the time and are not brought up continually for the rest of the day. With previous approaches, if a student had 3 crosses next to their name by recess and then had a minor infraction in the afternoon, the teacher would have no choice but to hand out a substantial consequence. This hardly seems fair if what ever was causing the student to misbehave is no longer an issue, or if the crosses were given by a different teacher. The cyclic nature of the Duncraig Primary School Behaviour Management Plan allows teachers to deal with unwanted behaviours promptly without the need to remember, or publicly record, student’s misbehaviours. Removing the names and crosses on the board also diminishes issues which may cause further unwanted behaviours such humiliation, notoriety, and confidentiality.
**Behaviour Tracking Sheets**

- The Behaviour Tracking Sheets (Appendix E/F) allow teachers to accurately track the behaviours of the students in their class over a period of time.
- Each class will be given Behaviour Tracking Sheets, to allow for behaviours to be easily recorded, as per the key, to be used in parent meetings, formal reports etc.
- The Behaviour Tracking Sheet – Group (Appendix E) is intended to be used for a whole class for a week, ie, one sheet will be required per week.
- Names need only be added as required, ie, if one student’s name is added for a misbehaviour one week, his/her name does not need to be added each week thereafter unless warranted.
- Students for whom behaviour is a focus, ie, an IBMP is in place for them, would need their name listed for each week to give a more accurate picture of their behaviour. The ‘Behaviour Tracking Sheets – Individual’ (Appendix F) has been provided to allow teachers to track the behaviours of an individual student over a period of time.
- These sheets are confidential records and therefore should not be on general display.
- The notes section may be used to record details such as what specific behaviours were displayed, where and with whom the behaviours occurred and any other noteworthy details. A separate page for notes may be used as required.
- It will generally be the classroom teacher’s responsibility to keep the Behaviour Tracking Sheet up to date. Specialist teachers, duty teachers and administration staff will need to inform classroom teachers of any consequences they administer. In the case of duty teachers, this may be done by filling in the Duty File Recording Sheet in the duty file (Appendix G). This information would then be relayed to the class teacher: directly by the duty teacher; via admin if involved; or by admin when duty files are collated at the end of each week. Class teachers will need to be informed promptly of incidents of a more serious nature.
- Specialist teachers are expected to add to these record sheets. This can be done by either informing the class teacher of behaviours encountered during the lesson so they can add them in, or the sheet can be sent with the class to the specialist class to be filled in as required.
- Behaviour Tracking Sheets are able to be manipulated to suit teachers’ needs as required, ie, to allow for more names, more weeks, A3 printing etc. See administration for access.
- Behaviour Tracking Sheets may be collected at the end of each term by administration for collation and analysis.
Duty File Recording Sheet

- The Duty File Recording Sheet (Appendix G) are to be part of the Senior, Junior and Central Duty Folders along with other information such as ‘Students with Severe Medical Conditions’, a Red Card, Duncraig ‘D’s, a pen, bandaids, a school map and duty timetable.
- Duty teachers will record the details of students who break school rules. Minor breaches are dealt with there and then by the duty teacher, and more severe breaches are referred to admin.
- Duty teachers will need to give a brief comment on what happened, what consequence was given and initial so Admin can follow up if required.
- Duty files are submitted to Admin on Friday afternoons for restocking and collation as required.
- Staff will need to refer to the Key when noting the Rule Broken and Consequence given. Consequence 1 is in *italics* as Low Key Responses do not require recording. This includes strategies such as proximity, rapport with students and body language.
- Rule Reminders may be formal or informal depending on the age of the student and nature of behaviour. Less serious breaches may not need to be recorded, but more serious breaches would need to be, particularly if the student is likely to re-offend despite knowing better.
- Level 3 consequences would be administered if the breach was more serious or a repeat of a less serious breach. At this level the student would generally accompany the duty teacher for approximately 3 – 5 minutes. During this time the duty teacher would counsel the student on why their behaviour was unacceptable. The duty teacher would need to inform the class teacher or Admin of serious behaviours that need noting on the Behaviour Tracking Sheet in class. For less serious breaches, this may be done when the files are collated at the end of the week.
- Level 4 and 5 consequences would be administered for serious or continued breaches, usually by, or at least in consultation with, Admin. Consequences for Level 4 breaches would include removal from break time for an extended period of time and parents would be informed by Admin via note or phone call. This time may be spent with the duty teacher, or in a different supervised area, ie, Admin block. Admin would also ensure the classroom teacher was made aware of the situation. Level 5 consequences may include extended exclusion of break time, loss of privileges and in school or out of school suspension.
Classroom Isolation

- Classroom Isolation is the Level 3 classroom consequence after low level responses and warning and choice.
- Depending on the age group, the Classroom Isolation may be referred to as ‘Class Timeout’ or ‘The Thinking Chair’. Terms such as ‘The Naughty Spot’ are not appropriate.
- If a student chooses not to comply with the school rules following low level responses and a warning and choice then they are calmly directed to go to Classroom Isolation for 3 – 5 minutes. This is ideally a chair away from sight of other students, but still within view of the teacher, with a timer provided so the student can monitor their time and return to the group with a minimum of fuss. Modifications will be required for lessons outside the classroom.
- In Classroom Isolation, class work is not expected to be done, but rather the student is given time to think about their behaviour. A written reflection may be suitable, dependant on the situation.
- Once the student returns either by themselves or after teacher direction, the teacher should find an early opportunity to thank the student for working in the expected manner. Once the student returns to work the incident is not referred to again and low level responses are again used to modify behaviour.
- If a student refuses to go to Classroom Isolation, continues to misbehave whilst in Classroom Isolation, or if the teacher feels that the student is attempting to ‘play the system’, the student would progress to the next level of consequences – the Time Out Room.
Time Out Room

- Children are to be sent to their Time Out room if;
  - They refuse to go to Classroom isolation
  - They misbehave in Classroom isolation
  - Their unwanted behaviour escalates after returning from Classroom isolation
  - Their behaviour is more serious than would warrant going to Classroom isolation

- Which room a teacher sends a student to needs to be negotiated well in advance. A class’s Time Out room would ideally be a class with students who are a few years older or younger than the student being sent. This way they are not being sent to a class of their peers, nor are they being sent to a class with a vast age difference so as not to humiliate or intimidate the student. Ideally, Time Out rooms would not be the same as their Buddy classes.

- Time Out rooms may need to be flexible and may change as required, such as if the class already has someone in Time Out, or if the class is doing a lesson for which it is difficult to have someone doing Time Out (i.e. sport).

- Students who have been sent to their Time Out room need to take with them a Blue Slip (Appendix C) indicating what time they arrived, how long they are to stay and whether or not they have work to do. If taking work, it needs to be able to be done without the help of the supervising teacher.

- Teachers should send another student to accompany the student to their timeout room to ensure their arrival.

- Specialist teachers would be expected to send students to their Time Out rooms as required. Specialist teachers can send students to their usual Time Out rooms or to nearby classes with whom they have an arrangement to do so as required.

- If the receiving class teacher is unable to accommodate the student because they or their children are out of class, or they already have a student in timeout, then the student should return to their class teacher for alternative arrangements to be made unless the receiving teacher is able to help place the student.

- If the student refuses to go to their Time Out room or misbehaves once there, administration should be notified.

- Receiving teachers should sit the student facing a wall and not allow them to join in the class activities. The form needs to be filled in and returned with the student when their time is up.

- Teachers need to retain the returned blue slips and record the circumstances for which they were issued. The Behaviour Tracking Sheet (Appendix E/F) will also need to be filled in.

- The bottom half of the blue slip is to be detached and sent home to inform parents of unwanted behaviour and actions taken. Teachers are to monitor return of parent slips. Part time and specialist teachers may ask class teachers or admin to monitor the return of parent slips and follow up when they are next at the school as required.
In-school suspension – Administration Guide

- Children may be given an in-school suspension if;
  - They refuse to go to their Time Out room.
  - They misbehave when in their Time Out room.
  - Their behaviour is more serious than would warrant going to the Time Out room.

- In-school suspensions are only administered by administration. The period of detainment is usually from ½ a day to a number of days.

- Parent/guardians must be notified of their child’s suspension by phone and/or letter.

- During the time of suspension, the student is to remain with an administration member. If the administration member needs to move around the school or spend time in a class, the suspended student follows.

- Alternative arrangements should be made if the administration member already has an in-school suspended student with them, or is otherwise unable to supervise someone. In these cases, the student can spend all, or part, of their time with another member of staff.

- Class teachers are to prepare packages of work at various levels for suspended students to work on whilst they are out of the classroom. Work should not be ‘fun’ or require extra materials or assistance.

- The suspended student is not to join in any class activities, do any errands or tasks on behalf of the supervising teacher. They are to do the work package as assigned by their teacher. If they complete their work, or it is too hard for them, another may be sought from their class teacher.

- The supervising staff member should keep interaction with the student to a minimum, other than a counselling session before re-admission to class. Ideally this session should involve the class teacher.

- It is up to the supervising staff member as to whether the student can rejoin the other students at break time. If the student is calm and is not in suspension for actions against another student, a break with the other students may be acceptable. If not, allow them a break before or after the rest of the school has theirs.

- Before a student returns to class after any suspension, they must speak to their class teacher, or the teacher who was supervising them when they were suspended, about their actions and how they will avoid being in trouble for the same thing in future.

- Any in-school suspension must be recorded on the SIS software in Integris by the administration member (Appendix J) and on the Behaviour Tracking Sheet (Appendix E/F) by the teacher.
Out of School Suspension – Administration Guide

- It has been determined that in many cases, out of school suspensions have less of an impact than in school suspensions. With attendance being a priority, out of school suspensions need to be dealt when all other options have been explored.
- When deemed to be necessary, students may be given an out of school suspension if;
  - They refuse to serve an in-school suspension.
  - Their behaviour is more serious than would warrant serving an in-school suspension.

- Out of school suspensions are only dealt out by administration.
- The duration of the suspension is dependant upon the severity of the infraction.
- Class teachers may be asked to prepare packages of work to be completed at home for suspended students.
- Parent/guardians must be notified of their child’s suspension by phone and/or letter.
- Before a student returns to class after any suspension, they must speak to their class teacher, or the teacher who was supervising them when they were suspended, about their actions and how they will avoid being in trouble for the same thing in future.
- Any out of school suspension must be recorded on the SIS software in Integris by the administration member (Appendix J) and on the Behaviour Tracking Sheet (Appendix E/F) by the teacher.
Red Cards

- Red Cards are to be used to inform Administration of an emergency in class. Each learning area will be supplied with a laminated Red Card which should be displayed in a prominent place.

**ADMIN ASSISTANCE URGENTLY REQUIRED**

IN ROOM ____________________

(To be printed on red card and then laminated)

- Red Cards may be used to signify a behaviour crisis, a medical emergency, the appearance of an aggressive adult, or any other situation where Administration assistance would be urgently required.
- Teachers are advised to educate the students as to when to use the card without teacher instruction in case the teacher is not able to issue the instruction. This may be the case if an aggressive parent is harassing the teacher or if the teacher is suffering a medical emergency.
- In the case of a Red Card being sent to the office, an Administration member will rush to the incident site to provide assistance. **This card must only be used in the case of emergency.** Assistance of a non-urgent manner may be sought using a messenger or a phone call where possible.
- In the case of administration being unavailable, a neighbouring teacher may be required to assist. In some cases this may be a better option than sending for administration.
Individual Behaviour Management Plans (IBMPs)

- Students may be put on to an IBMP (Appendix H) when they display continual behaviour of concern or, where the whole school BMP has not resulted in behaviour change. This would be done at the discretion of the teacher and administration. See Appendix I for a sample behaviour management plan.
- The initial implementation meeting should involve the student, the parent/guardian, the class teacher, and an administration staff member.
- The plan may use points, stamps, a score or a variety of other strategies to show progress toward the goal. It may include a strategy such as, “If you can make it until Friday without showing these behaviours, you can have your reward” or “When you get 30 tokens, you can have your reward.”
- The reward is to be negotiated with the student and initially should be attainable in a short time period. Rewards may include a favorite activity such as extra computer time, one on one football kicking with chosen teacher, helping in the pre-primary, etc, or a variety of other possibilities.
- A review meeting should be held to reflect on progress and make modifications to plan as required.
- Consult Admin and/or the school psychologist for further assistance with IBMPs. A file of related resources will be made available for staff to access in the Deputy’s office.
School Rules

1. Follow adult instructions

2. Show respect for people and property.

3. Keep hands, feet and objects to yourself.

4. Act safely at all times
I have the **right** to:

- Be safe and supported in the school environment
- Be treated with respect
- Work, learn and play in a secure, clean and friendly environment
- Be provided with support to manage behaviour

I have the **responsibility** to:

- Respect and accept others
- Follow school rules
- Be responsible for my own behaviour
- Make sure I help to keep our school clean and tidy
DUNCRAIG PRIMARY SCHOOL
TIMEOUT CLASS

Please accept: _______________________________________________________________
He/She has:

☐ Work to complete (20 minutes max stay)
☐ Nothing to complete (10 minutes max stay)

He/She is to return to me at __________________ (time)

Teacher: __________________  Date: __________________

The student arrived at __________________ and left at __________________

The student’s behaviour has been;

☐ Acceptable
☐ Unacceptable due to: ______________________________________________________

Teacher: __________________

DUNCRAIG PRIMARY SCHOOL

Date: __________________

Dear: __________________,

This is to inform you that today your child, __________________, broke the following school rule/s;

☐ Follow adult instructions  ☐ Act safely at all times
☐ Keep hands, feet and objects to self  ☐ Show respect for people and property

________________________________________________________________________

________________________________________________________________________

As a consequence, he/she has been sent to their Time Out Room for a period of 10 to 20 minutes. If you
would like to discuss this matter further, please contact me at school to arrange a suitable meeting time.

Teacher’s Signature: __________________

Please sign and return this note to the teacher to confirm that you have received it.
Student Name: __________________  Date: __________________
Comment: __________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Parent/Guardian Signature: __________________  (To be printed on blue paper.)
Cool Down Time

15 Minutes Max Stay

(To be printed on green paper.)
## Behaviour Tracking Sheet - Group

**Room: ____  Term: ____ 2014**

**Key** – C = Classroom isolation, T = Time Out Room, I = In School Suspension, O = Out of school suspension, A = Absent, ✓ = No negative behaviours

1 = Follow adult instructions  2 = Show respect for people and property  3 = Keep hands, feet and objects to yourself   4 = Act safely at all times

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Notes: ______________________________________________________________

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### Behaviour Tracking Sheet - Individual

**Room: ____  Term: ____ 2014**

Key – C = Classroom isolation, T = Time Out Room, I = In School Suspension, O = Out of school suspension, A = Absent, ✓ = No negative behaviours
1 = Follow adult instructions  2 = Show respect for people and property  3 = Keep hands, feet and objects to yourself  4 = Act safely at all times

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Appendix F
## DPS Duty File Record Sheet

### *Key*

**Rules:**
1. Follow adult instructions
2. Show respect for people and property
3. Keep hands, feet and objects to yourself
4. Act safely at all times

**Consequences:**
1. Low key response
2. Rule reminder
3. Removed for part of break time
4. Removed from break time for serious or repeated breach

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Room</th>
<th>Rule Broken*</th>
<th>Consequence*</th>
<th>Comment</th>
<th>Teacher Initial</th>
<th>Admin</th>
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# Duncraig Primary School – Individual Behaviour Management Plan

<table>
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<tr>
<th>Student Name:</th>
<th>Class/Year Level:</th>
<th>Teacher/s:</th>
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## Background Information:

## Student Strengths:

## Current Behaviours of Concern *(be specific)*:

<table>
<thead>
<tr>
<th>Long Term Goal (What specifically do you want the student to do? Must be measurable)</th>
<th>Short Term Goal (How are you going to achieve the objective – what are you going to do?)</th>
<th>Strategies (How are you going to achieve the objective – what evidence can you show the student has achieved the short term goal?)</th>
<th>Monitoring (Who is going to be responsible for monitoring, reviewing and reporting to stakeholders?)</th>
<th>Responsibilities (Who is going to be responsible for monitoring, reviewing and reporting to stakeholders?)</th>
<th>Review (When are you going to review the effectiveness of strategies to achieve the short term goal?)</th>
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Teacher: ____________________________  Parent: ____________________________
Admin: ____________________________  Date: ____________________________
Student Name: Jason Brown  
Class/Year Level: 3  
Teacher/s: Miss Smith

Background Information: Jason has some difficulties with literacy and numeracy and as a result displays work avoidant behaviours. There have been concerns raised in regards to attention difficulties however no formal diagnosis has been made.

Student Strengths: Jason enjoys helping others and doing jobs around the school. He is very good at sport and works well in team games. He enjoys playing on the computer and iPad.

Current Behaviours of Concern (be specific): Work avoidance—specifically, moving around the room, leaving the room to go to the toilet and disorganisation (spends a lot of time getting/finding equipment). He has difficulty concentrating during mat sessions and is disruptive to other students. As a result he has not finished class work or homework for the past four weeks.

<table>
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<tr>
<th>Long Term Goal</th>
<th>Short Term Goal (What specifically do you want the student to do? Must be measurable)</th>
<th>Strategies (How are you going to achieve the objective – what are you going to do?)</th>
<th>Monitoring (What evidence can you show the student has achieved the short term goal?)</th>
<th>Responsibilities (Who is going to be responsible for monitoring, reviewing and reporting to stakeholders?)</th>
<th>Review (When are you going to review the effectiveness of strategies to achieve the short term goal?)</th>
</tr>
</thead>
</table>
| Jason will complete 100% of homework and class tasks. | Jason will complete 50% of homework and class tasks | Modify tasks  
Individual token reward system for completed work (for each piece of work completed he will receive a token. When he has collected five tokens he will earn 15 minutes of computer time) | Running record of tasks completed to be kept | Miss Smith  
Parents to support homework completion | 2 weeks |
| Jason will attend on the mat for the whole session | Jason will attend for five minutes on the mat | Sit Jason at the front next to the teacher  
Low key responses to remind him to attend  
Individual token reward system (for each five minutes he attends he will receive one token) | Timer to be used to record on task behaviour on mat | Miss Smith | 2 weeks |
| Jason will independently follow three step instructions | Jason will independently complete one instruction and seek teacher advice for next step | Provide clear, explicit instructions  
Individual token reward system (for each instruction independently completed, Jason will receive one token) | Anecdotal observations by class and specialist teachers | Miss Smith | 2 weeks |

Teacher: ____________________________  Parent: ____________________________  
Admin: ____________________________  Date: ____________________________
**Using SIS to Print Behaviour Record and Letter - Admin Guide**

- Open Integris
- Click on Behaviour
- Click on Management
- Locate required student by typing surname (or start of) in Search.
- Click Add Student Behaviour (Yellow folder icon with red cross)
- Fill in Reported By, Date, Behaviour, Action, From/Until (Period 1 = morning, P2 = Afternoon), and tick Retain on Transfer box.
- Fill in Behaviour Details. (This information is included in the letter home so include the Action Details here as well.)
- Fill in Action Details.
- OK

**To Print Off Letters**

- Click Send Letter (pencil and paper icon) at the top of the Student Behaviour screen.
- Click Notice of Behaviour Incident and OK.
- Fill in Name and Position and click Print.
- Print to screen will be highlighted. Press OK.
- Check contents of letter then click Print to Printer (the printer icon at the top of the Letter of Behaviour Incident screen.
- Select appropriate printer and number of copies. (Number of copies is usually 3 – one for home, one for class records, one for admin Behaviour Management file)
LETTER OF CONCERN

Date: _________________________

Dear Parent / Caregiver(s)

Student Name: ___________________________________ Classroom: _________________________

Learning Area: __________________________________

I would like to bring to your attention the following area/s of concern:

- Assignment work not completed ( )
- Lateness to class ( )
- Homework not completed ( )
- Lack of school uniform ( )
- Classroom time is being poorly used ( )
- Is not prepared for class ( )
- Work completed is of a poor standard ( )
- Other ( )

Comment: ___________________________________________________________________________________________
____________________________________________________________________________________________________

We believe that it is important that you be made aware of these concerns and take appropriate action to encourage your child to improve his / her behaviour.

If you would like to discuss the matter further please contact me on 9447 8255.

Teacher: ___________________________ Signature ___________________________

Principal: ___________________________ Signature ___________________________

Please sign and return this slip to: ______________________________________

Student’s name: _______________________________________________________

Parent / Caregiver Signature: ___________________________________________

Comment:
LETTER OF COMMENDATION

Dear Parent/Caregiver(s),

I am delighted to inform you that ______________________________ is to be commended for;

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

It is always a pleasure to commend students who work hard at their studies and contribute to the school community.

Teacher: _________________________  Signature: _________________________
Principal: _________________________ Signature: _________________________
Date: _________________________

(To be printed on yellow paper.)
Consequences for Inappropriate Behaviour

In Class
If a student chooses to misbehave during class time, they may progress through the levels as indicated in the Behaviour Management Summary.

**Level 1** includes low key responses which are designed to remind a student of behavioural expectations in a non-confrontational way. This may include the teacher giving a non-verbal gesture, making eye contact, or simply standing nearby.

**Level 2** is a verbal rule reminder and a warning that if the unwanted behaviour continues then time in Classroom Isolation will be a consequence.

**Level 3** involves sitting away from others for a period of 3-5 minutes to think about their behaviours.

**Level 4** is 10-20 minutes in another classroom. At this point, home will be notified by note which needs to be returned to school the next day.

**Level 5** is for serious inappropriate behaviours and will involve the Principal or Deputy and may result in the suspension from school.

In the Playground
The Behaviour Management Summary is also followed in the playground. A student who ignores a rule reminder will need to walk with the duty teacher for 3-5 minutes. A further misbehaviour will incur a 10-20 minute Time Out. This may need to be completed during the following break time. Similarly, serious inappropriate behaviours may attract suspension from school as decided by the Principal or Deputy.

FAQs

Below are the answers to some frequently asked questions.

**What is a Blue Slip?** A blue slip is a note which is sent to the teacher of another class asking them to hold a student for a period of 10-20 minutes. Part of this note is also sent home and is required to be signed by a parent and returned to school the following day.

**When would I be informed about my child’s behaviour?**
According to the plan, parents are not officially informed of a child’s behaviour until Level 4. Teachers are not required to inform home of every minor infraction, but will contact parents if unwanted behaviours are ongoing or are of a more serious nature.

**What should I do if I am unsure or not happy about Behaviour Management at school?**
Arrange a convenient time to come to school and meet with the class teacher and/or administration staff. It is best for everyone if concerns are addressed as early and directly as possible.

**Where can I find out more about Duncraig PS’s Behaviour Management Plan?** The full plan is able to be downloaded from the school website as noted below.
Behaviour Management is not just the management of student behaviour; it includes the whole attitude and ethos of the school. It encompasses meeting the social, emotional, physical and academic needs of students and school community. Through focusing on promoting a “Positive School Environment”, it is hoped to make a difference with student’s retention and participation at school.

School Ethos Statement

The staff at Duncraig Primary School are committed to providing quality educational opportunities for all students. We aim to establish and maintain a safe and engaging learning environment that will embrace the knowledge, understandings and values outlined in the Australian Curriculum. The learning environment of Duncraig Primary School will reflect the values and policies of the Department of Education, Western Australia. The Behaviour Management Plan (BMP) aims to support staff and students in maintaining a positive and respectful environment so all members of the community can work together in harmony.

Positive Reinforcement

In Class
Teachers are encouraged to create their own incentives through negotiation with the students and may include; prizes, stamps, stickers, group points, raffle tickets, notes home or positive visits to an administration member. Praise and encouragement should be the main instrument of positive reinforcement. Rewards for students who need specialised Behaviour Management Plans should be established with the individual students concerned.

In the Playground
When in the playground, the school’s behaviour management principles still apply. Students may be verbally praised for behaving appropriately and/or may be rewarded with Duncraig Ds.

Whole School
Duncraig D’s are tokens given to students to reward positive behaviour in either the classroom or the playground. Each fortnight the faction with the most points receive an extended play. Two tokens are drawn from each faction prior to assemblies to receive a canteen voucher.