



Behaviour Management Plan- Stepping Stones To Success

"Are you stepping towards success?"

Red Stone Child gets sent to the buddy class or principals office	Orange Stone Child is isolated from the group or time out.	Grey Stone Child receives a warning.	Pond All children begin the day in the pond. Children start fresh every day.	Grey Stone Child receives praise.	Light Green Stone Child receives a concrete reward e.g. sticker, raffle ticket, token	Dark Green Stone Child receives free time or other privilege they desire
<p style="text-align: center;">Crisis Plan</p> <ol style="list-style-type: none"> 1. State student name/s 2. Instantly remove or separate the instigator/s and end the dangerous situation 3. Allow time for the child to settle down and recover back to 'baseline' level 4. Calmly and rationally talk to the child about what happened in a reflective manner 5. Consider the child's feelings and emotions 6. Decide on a reasonable consequence for action 		<p style="text-align: center;">Strategies to Prevent Inappropriate Behaviour</p> <ul style="list-style-type: none"> • Effective transitions, pace and momentum at all times • Ability to attend to more than one situation at once • Teach students strategies to deal with and think through problematic situations • Be consistent and confident in correcting behaviour • Some children may need extra reminders and cues to improve their behaviour 		<p style="text-align: center;">Strategies to Reinforce Appropriate Behaviour</p> <ul style="list-style-type: none"> • Model the responsible and dignified behaviour • Praise genuine accomplishments amongst students for both social and academic achievements • Praise students in front of others for following class rules • Students will receive concrete rewards in the form of raffle tickets when they are caught modelling the expected behaviour 		
<p style="text-align: center;">Integrating With Other Policies</p> <ul style="list-style-type: none"> • The whole school can adapt to this method through implementing variations of this approach • Can change the pond and stones to an alternate model but still hold the same concept 		<p style="text-align: center;">Monitoring Student Progress</p> <ul style="list-style-type: none"> • Contracts may be implemented as further support for students who are struggling to follow the classroom agreement • Seek parental support and evaluate their behaviour at home • Attempt alternative approaches to manage the student's behaviour through setting short term goals 		<p style="text-align: center;">Identifying Desired Outcomes</p> <ul style="list-style-type: none"> • Teachers will be able to gage if the approach is working with students or not through evaluating their motivation to 'step towards success' • If majority of students are moving progressively forward and improving the approach is working but if majority of students are moving backwards then it isn't working 		