



Sacred Heart School Beagle Bay

A faith community educating strong, spiritual,
high achieving, life-long learners.

Behaviour Management Policy

Introduction

Sacred Heart School, in line with the mandate set out by the Catholic Education Commission, is a place where young people are encouraged to contribute to the development of the kind of world envisaged by Christ. Our purpose is to provide educational outcomes for our children in a safe and supportive school where each student is actively encouraged by all members of our community to set high expectations on their academic, personal, and spiritual growth. Sacred Heart Catholic School, Beagle Bay is a place where each member of our community is provided with boundless opportunities to flourish and prosper as successful learners, confident and creative individuals and active and engaged citizens

The policies and procedures outlined within this plan will help to nurture a fun, firm and friendly learning environment valuing the best efforts and personal achievement for each of our students, parents, and staff members.

Cognisant of the future challenges confronting our contemporary learners, we are preparing the way for students to live in a very different and ever-changing society, where we see:

- A prevalence of individualism over community and the common good
- Rapid advancements in information technology
- An increased demand for pastoral services
- Many students requiring re-training and moving several times during their careers
- Information being accessible from a range of sources
- A high demand for synthesizing existing knowledge and creating new knowledge
- Change to be the norm

This has implications for the way we prepare our children.

- Promoting and modeling a sense of community and family over individualism
- The importance of being technologically literate, lifelong learners
- Nurturing personal, social, and spiritual development as a solid foundation to all other learning
- Ensuring all children achieve real success – there is no such thing as permanent failure
- Promoting critical, reflective, systems and ethical thinking at individual and group levels

These implications are reflected in

- Our vision of student success
- Underpinning values and beliefs
- Our supporting vision of teachers and our community at their best
- Our commitment to providing the very richest teaching and learning experiences, outlining our whole-school approach to curriculum, teaching, assessment, and reporting.

Rights and Responsibilities

Our school community includes the active participation of Students, Families and Staff. Each community member assumes responsibilities so that the rights of all are safeguarded.

Rights	Explanation
Learning	<p>Each student has the right to learn in emotionally and physically supportive environment. Each student has the right to feel confident in their learning environment. Each member of staff has the right to facilitate learning programs without interference due to misbehaviours. Parents and caregivers have the right to be informed fully about their child's progress, socially and academically. They have the right to be provided with opportunities which keep them actively involved with their child's learning. Each parent has the right to expect that their child is being given an equal and fair chance to achieve their best efforts.</p>
Safety	<p>Each member of our school community has the right to feel safe. This confidence should also extend to include our property. All members of the community are cognizant of other people sharing common spaces for learning and growing. In no way should any community member feel that they are in an environment where their safety is not held aloft.</p>
Respect	<p>Every member of our school community has the right to be treated with respect. As companions, sharing the same journey, we each have the right to state our beliefs and others should be critically open to our own ideas and welcoming to others who offer diversity to our own way of thinking. If we are to remain as active members, we have the right to always be aware of the importance of mutual respect in our environment.</p>

If we are to become an effective learning and growing community, individually and together, we must assume responsibilities so that our behaviour does not interfere with the learning environment of any other member. It is accepted that any person who lets their behaviour interfere with the

rights of any other school member will be held directly responsible for their actions. (Bernard, p5).

(Program Achieve, Second Edition, Michael E Bernard)

Responding to behavioural issues

Student behaviour is closely linked to the quality of the learning experience including quality teaching and positive student relationships. Successful student behaviour change, and management is enhanced through effective school, family, and community partnerships.

Sacred Heart School explicitly forbids the use of any form of child abuse, corporal punishment and/or any other degrading punishment of students attending the school, and the school does not explicitly or implicitly sanction the administering of child abuse, corporal punishment and/or any other degrading punishment by any non-school person (including parents) to enforce discipline at school or at home.

Responses to inappropriate behaviour must consider the situation and context, the individual circumstances, special needs and actions of the student and the needs and rights of all members of the Sacred Heart Catholic School context.

How will this work in practice?

- Our focus and language is based on our school values: responsibility, respect, and courage. As staff, we commit to teach and model the behaviours needed to support all learners to experience success.
- We are all responsible for the behaviour on site. Therefore, we need to be aware of our own behaviour and how it impacts on others. We will all take responsibility and work together to support positive behaviour.
- We will promote success. Therefore, we will recognise students and adults for demonstrating school values and being successful in all their academic, spiritual, and personal pursuits. We will positively reinforce behaviour and success in ubiquitous ways.
- We will intervene through targeted curriculum differentiation and adjustments to support learning. Therefore, we will use effective classroom teaching and learning strategies. We will intervene early to prevent issues escalating. We will use calm and effective conflict resolution processes including restorative justice processes.
- We will encourage families to support learning and positive behaviour. Therefore, we will keep families informed using culturally appropriate processes such as family meetings and restorative practices.

Code of Behaviour

The purpose of Sacred Heart Catholic School Code of Behaviour is to affirm the rights of all the school community to feel valued and safe at school. Our Code of Behaviour is based on our school values:

- **Deadly Respect**
- **Deadly Responsible**
- **Deadly Safe**
- **Deadly Learner**

Deadly Respect – all students and staff are treated with respect and dignity. This means we will:

- Respect the rights of other to learn
- Respect and care for our own, our peers' and school property
- Cooperate with staff and others in authority
- Communicate with others using respectful language
- Listen to the opinion of others and appreciate our different ways of knowing and doing

Deadly Responsible – all staff and students have responsibility to create a positive learning community. This means we will:

- Come to school ready to learn, on time and prepared
- Participate actively in the schools learning program
- Be responsible for our actions
- Be dressed appropriately for activities
- Follow reasonable instructions from adults who are entrusted to care for us
- Keep our school free from bullying and harassment
- Take pride in our work

Deadly Safe– all students and staff have the right to be safe at all times. This means that we will:

- Follow school rules
- Follow instructions
- Take care of others
- Keep hands, feet, and objects to ourselves
- Use classroom materials and all equipment appropriately

Deadly Learner- all students have the right to learn in a safe, and positive environment. This means that we will:

- Follow school and classroom rules
- Follow instructions
- Collaborate appropriately with others
- Persist with challenging work and new learning experiences
- Be resilient when learning tasks seem insurmountable
- Grow as learners so that we can learn from our mistakes
- Develop confidence in ourselves as learners
- Give our very best efforts when showing what we have learnt
- Encourage the growth of an inquiry mindset in each student

Managing the learning environment

We believe that classroom management is based on the school values, with classroom and playground behaviours being consistent with each other. Our expectations of behaviour are aligned to all learning situations and high expectations must be set by all classroom teachers, Aboriginal Teaching Assistants, Specialist teachers,

Relief teachers, extra-curricular tutors, and non-teaching support staff. Class agreements are negotiated at the beginning of each school year using the school values and unpacking what each value means. These are revisited at regular intervals throughout the school year. Classes negotiate logical consequences for both positive behaviours that support the school values and misbehaviours that hinder each student's right to learn, be safe and feel respected. Classes negotiate logical consequences (aligned to the protocols outlined in this Behaviour Management Plan) when misbehaviours are displayed.

Positive reinforcement

Positive reinforcement provides the richest yield when getting students to work together and behave.

Teachers should authentically affirm the students exhibiting our most desirable behaviours and dispositions.

- Teachers should ensure that they employ a range of strategies to monitor behaviour.
- Utilise tactical ignorance and cues such as "Stop and Wait" – there is nothing wrong with waiting – the students will soon align your silence to the expected behaviour.
- Use the school values to reinforce positive behaviour – remind the students at our Sacred Heart School values at regular opportunities.

Classroom Management

- At Sacred Heart School, all classes use Positive Behaviour Learning (PBL) and 1-2-3, Magic processes in their classrooms.
- A range of behaviour monitoring/management plans are available for students who are displaying concerning behaviour or habitual minor misbehaviours.
- Teachers should maintain constant communication with Parents and Caregivers at the time of Student misbehaviour. Parents and Caregivers will always be referred to the classroom teacher to discuss behavioural issues in the first instance.
- We need to make sure that we use the same routine all the time
- The focus should be on preventing behaviours from escalating - if 2 students are beginning to tease each other, even in fun, this needs to be stopped before conflict escalates.
- Timely and appropriate intervention is vital to maintaining a harmonious learning space.
- Minor behaviour issues are addressed by the supervising teacher on the spot.
- Transitions can often be times necessary for extra supervision around behaviour management.

Whole School Approaches

The following practices are in place at Sacred Heart School: PBL (Positive Behaviour Learning)

- PATHS
- Berry Street Training /Restorative Practice Complex Trauma Sensitive Practices

- 1-2-3, Magic – Social Emotional Coaching
- Stronger Smarter

Positive Behaviours for Learning PBL

Positive Behaviour for Learning (PBL) is a whole school approach developing a positive, safe, and supportive learning culture. The framework assists schools to improve social, emotional, behavioural, and academic outcomes for children and young people.

- The PBL Behaviour Matrix is prominently displayed in every learning area and must be reviewed every morning.
- Every class has a PBL white board for recording positive behaviour throughout each day. It is a reminder to everyone that every single child needs to have at least one positive tick at the end of each day.
- Alongside the whole school matrix is a behavioural expectation matrix for all learning area.
- Appropriate behaviour needs to be explicitly taught.
- A specific behaviour will be chosen on a weekly basis and this behaviour will be taught through the week, using Y chart strategy and where appropriate role-play.
- The school values play an important role in PBL – Deadly Respect, Deadly Safe, Deadly Learner and Deadly Responsible.

PATHS

PATHS (Promoting Alternative THinking Strategies) is a comprehensive curriculum to promote emotional and social competencies to assist children to understand and name their emotions. The programme aids in reducing aggression and behaviour problems in schools, enhancing the educational processes in the classroom. It is an effective way to build and promote the self-esteem of our children. It was mandated several years ago in all Kimberley schools. We continue to use it effectively in Sacred Heart School.

<https://pathsprogram.com/>

Restorative Practice

Restorative Practice is a very valuable approach where each student is given opportunity to make amends. This ‘no blame’ approach is most appropriate following situations where students may have been involved in altercation. This practice is also used by the Principal/Assistant Principal when required.

Berry Street Training/Complex Trauma Practices

Berry street training is a programme designed to provide schools with training, curriculum, and strategies to engage all students.

At the beginning of each day and before and after break times, classroom teachers and ATA’s will instigate activities to engage students to feel safe and to ready themselves for learning. Each session commences with a yarning circle – one minute silence and a check in for each person.

Students are given short sharp ‘brain breaks’ as a whole class or individually when necessary.

<https://learning.berrystreet.org.au/sites/default/files/2018-05/Evaluation-of-the-Berry-Street-Education-Model.pdf>

1-2-3 Magic, Social emotional Coaching

- Setting limits and boundaries
- Building a set of emotional brakes for our children
- Strengthening relationships

<https://www.beaviourtonics.com.au/>

Stronger Smarter

Sacred Heart School recognises the strengths that exist in our local community, working in partnership, and embracing positive Indigenous community leadership. We have high expectations in all areas of school life.

<https://strongersmarter.com.au/>

It is imperative that the teacher follows up behaviour issues with the parent/family of the student. The Assistant Principal and Principal may be involved at any time. All incidents are recorded in SEQTA Pastoral Notes.

School Expectations

Staff

- Be at work on time.
 - Teachers expected to be at work from 7.45am until 2.45pm.
 - ATA's expected to be at work from 7.45am — 2:45pm.
- Attend to all duties as rostered (and/or make arrangements where necessary).
- Duty means continually walking around your designated area — not sitting down or playing sport with the children.
- Staff must be out on time when the bell goes at recess and lunchtime.
- Be proactive throughout the school day including yard duty.
- Be consistent and follow the Behaviour Management Policy.

Classrooms

- Students are only allowed in classrooms under teacher supervision.
- Classrooms are locked during recess and lunch.
- Each class will revise rules everyday
- All students line up to go into classrooms after recess and lunch
- Students knock before entering another classroom.
- Students leaving classroom and/or school grounds without permission, Principal/AP-colleague/parent to be notified.

Play Areas

- Students have access to scooters at lunch time but must wear a helmet.
- Students have access to sport equipment of their choice at recess and lunch. It is the child's responsibility to return all items.
- Football/cricket games- PP-Yr. 3 in lower area/ Yr. 4-10 in upper area (See Duty Roster Map)
- The library is open during lunch time in Terms 1 & 4 for children (wet season).
- The verandas at the front of the school (Administration buildings) and area behind the Year 2/3 & 4/5 classrooms are NO PLAY areas.

Eating Recess/Lunch

- Students are to sit down to eat their recess and 10 minutes at lunch prior to play. Students must finish their lunch before play.
- Lunch time
 - 12:50 — 1:00 eating time

- 1:00 — 1:20 free play
- First bell – time to toilet, wash hands, fill water bottles.
- When the second bell rings all students line up to go into classrooms.
- Classes clean their eating areas outside their classrooms before going into class at end of recess and lunch.

Toilets

- Students do not play in or around toilets.
- No staff or adult may use student toilets at any time.

Uniforms

- Students are expected to wear their complete school uniform (shirt, shorts, and hat) during the school day.
- No school hat – NO HAT NO PLAY school rule.
- Children do not share hats between classes for sport.
- Hats are not to be worn inside any classroom.
- Classroom teacher to follow up with families who do not have uniform.

On Country

- Students wear full, correct, school uniform and sports shoes on excursions.
- A child may lose the privilege of going on an excursion due to behaviour or attendance. This will be decided by class teacher in consultation with the Principal. It is expected that every endeavour will be made so that all children can go on the excursion/camp/trip.

Attendance

- All students should maintain at least 80% attendance (at least 4 days a week) throughout a term to participate in excursions and school activities including interschool sports.
- Awards will be given to students who have a 100% class attendance record at the final assembly at the end of each term. This 100% allows for special leave and sick days where notes are provided.
- Classroom teachers follow up all unexplained absences.

Late Arrival at School

- All students are actively encouraged to be on time for school and class.
Whole school Fitness 7:50 – 8:00am
Class time 8:00am – 2:30pm

Recording Lateness (PP - 10)

- If a student is late, the time and reason is entered into SEQTA by the classroom teacher.
- Teacher and ATA need to do a home visit for regular lateness.

Leaving School Grounds

- Students are not permitted to leave the school grounds without Parent or Carer.
- If in the event a student leaves the school grounds without permission, upon their return, the student must meet with the Principal.
- Parents wanting to take their child/ren out of school during school hours need to speak to the classroom teacher, Attendance Officer and or Administration. The absence is noted in SEQTA.

Levels Of Behaviour Management

Level 1	<p>Level 1 behaviours are desirable and reflect high expectations of students as we work and grow in community with one another. Staff members are expected to nurture these behaviours using a range of strategies and through authentic acknowledgement. By taking an active interest in their child's work at school, becoming engaged with classroom activities, richly encouraging the efforts of their child, and suitably recognising student achievement, parents are helping to ensure the predominance of Level 1 behaviours.</p>
Level 2	<p>Level Two behaviours are those which would be considered minor and may be witnessed on isolated occasions. Through a process of reflection, they are worked through with the student and a relevant staff member in an appropriate way, leading to corrective actions and the sustained demonstration of Level 1 behaviours.</p>
Level 3	<p>Level 3 behaviours can include repeated Level Two behaviours. They are appropriately sorted out by the staff member who is responsible for the child at the time of the behaviour (rostered teacher on duty, classroom teacher, Relief teacher, Library staff etc). At this level, the staff member may wish to seek collegial support from peer teachers and/or Leadership staff. Parents or caregivers <u>must be notified</u> of Level 3 behaviours on the day of the incident by the student's class teacher.</p>
Level 4	<p>Level 4 behaviours are those which warrant the assistance of the Assistant Principal in the first instance. They include repeated Level 3 behaviours. The student's classroom teacher ensures that parents or caregivers are notified of the behaviour on the day of the incident and their assistance in rectifying the behaviour is sought through a meeting scheduled at school as soon as practically possible. Follow a restorative justice framework.</p>
Level 5	<p>Level 5 behaviours are those which are more serious than Level 4 behaviours or repetition of Level 4 behaviours and warrant the assistance of the Assistant Principal and Principal. Either the Assistant Principal or Principal ensures that parents or caregivers are notified of the behaviour on the day of the incident and their assistance in rectifying the behaviour is sought through a meeting scheduled at school as soon as practically possible. Parents and the child are informed that repeated misbehaviour will lead to suspension. Following a restorative justice framework, students demonstrating Level 4 behaviours will be placed on a Behaviour Management Plan for 3 weeks. A period of suspension may be imminent at the direction of the Principal.</p>
Level 6	<p>Repeated Level 5 misbehaviour or extremely serious misbehaviours make up Level 6. Consequences at this level may include suspension or exclusion at the direction of the Principal.</p> <p>Students are automatically placed on a Behaviour Management Plan for a period of no less than 3 weeks.</p>
Level 7	<p>After a period of suspension, students are mandatorily monitored on a Behaviour Management Plan for a period of no less than one month.</p> <p>On return to school, the student will not automatically re-enter the classroom. At the discretion of the Principal, the student may complete a number of school days in the office before trust can be re-established and the student can join their friends.</p> <p>Student continued misbehaviour at this stage will lead to exclusion from Sacred Heart Catholic Primary School Beagle Bay.</p>

LEVEL 1 BEHAVIOURS

Examples	
<input type="checkbox"/> Being enthusiastic and motivated <input type="checkbox"/> Working diligently <input type="checkbox"/> Encouraging others <input type="checkbox"/> Taking turns <input type="checkbox"/> Sharing equipment <input type="checkbox"/> Waiting to speak <input type="checkbox"/> Lending a hand <input type="checkbox"/> Displaying teamwork <input type="checkbox"/> Moving around the school sensibly <input type="checkbox"/>	<ul style="list-style-type: none"> • Focused on tasks • Persevering with work • Being a respectful audience member • Being welcoming • Encouraging others • Saying sorry when necessary • Expressing gratitude • Showing manners
Positive reinforcement	
<input type="checkbox"/> Showing care for the students <input type="checkbox"/> Being consistent with expectations <input type="checkbox"/> Discussing rights and responsibilities <input type="checkbox"/> Establishing and maintaining routines <input type="checkbox"/> Modeling and teaching desired behaviours <input type="checkbox"/> Reframing and refocusing concerns <input type="checkbox"/> Supporting colleagues <input type="checkbox"/> Explicit use of language to identify instances of Level 1 behaviours <input type="checkbox"/>	<ul style="list-style-type: none"> • Encouraging effort • Praising diligence • Rewarding achievement • Providing a supportive emotional environment • Creating a trustworthy learning space • Modeling and expecting clear communication • Encouraging play activities • Positive interactions with parents • Student award system

LEVEL 2 MISBEHAVIOURS

Examples	
<input type="checkbox"/> Distracting from tasks <input type="checkbox"/> Occasional procrastination <input type="checkbox"/> Making silly noises in class <input type="checkbox"/> Not prepared for work <input type="checkbox"/> Occasional non-completion of tasks <input type="checkbox"/> Late to class after bell <input type="checkbox"/> Inappropriate use of resources <input type="checkbox"/> Littering <input type="checkbox"/>	<ul style="list-style-type: none"> • Irresponsible care of class resources • Running on concrete areas • Playing in the wrong area • Chewing gum • Causing conflict in games or activities • Untidy work areas • Occasional “off-task” behaviours • Calling out in class
Positive reinforcement	

<ul style="list-style-type: none"> <input type="checkbox"/> Use a positive tone of voice <input type="checkbox"/> Remind student about rights and responsibilities <input type="checkbox"/> Redirect to class code/covenant/charter <input type="checkbox"/> Praise others for correct behaviour <input type="checkbox"/> Tactical ignoring 	<ul style="list-style-type: none"> • Encouraging other's efforts • Praise other's achievements • Provide a distraction or diversion • Stretch break or refocus break • Physical proximity to student
Positive correction	
<ul style="list-style-type: none"> <input type="checkbox"/> Positive tone <input type="checkbox"/> Name.. Pause.. Responsibility reminder <input type="checkbox"/> Redirect <input type="checkbox"/> Take time to communicate expectations <input type="checkbox"/> Remove distractions <input type="checkbox"/> I care / We care <input type="checkbox"/> 	<ul style="list-style-type: none"> • Name.. Pause.. Choice.. Direction.. • Name on board etc for reinforcement • Make and hold eye contact • When.. Then.. directions • Are doing.. Should be doing.. Will do..
Consequences (if required)	
<ul style="list-style-type: none"> <input type="checkbox"/> Move the student <input type="checkbox"/> Thinking time in own class (10 mins) <input type="checkbox"/> Rehearse correct behaviour/disposition <input type="checkbox"/> Equipment note home 	<ul style="list-style-type: none"> • Clean up area (5 mins) • Miss activity or game (5 mins) • Finish positively
Follow up and forgive	
<ul style="list-style-type: none"> <input type="checkbox"/> Verbal apology <input type="checkbox"/> Discuss future behaviour <input type="checkbox"/> Make note for your own records 	<ul style="list-style-type: none"> • Acknowledge improved behaviour • Start new day/session fresh • Finish positively

LEVEL 3 MISBEHAVIOURS

Examples	
<input type="checkbox"/> Persistent Level 2 misbehaviour <input type="checkbox"/> Incidental lying <input type="checkbox"/> Incidental defiance <input type="checkbox"/> Intentionally distracting another student from their work <input type="checkbox"/> Minor unwanted "hands on" misbehaviour	<ul style="list-style-type: none"> • Isolated teasing • Bad sports-personship • Petty theft • Minor damage to others' equipment • Using negative communication to others • Incidental swearing (unintentional) • Inciting or encouraging others to misbehave at a Level 3 stage
Positive correction	
<input type="checkbox"/> Positive tone <input type="checkbox"/> Name.. Pause.. Responsibility reminder <input type="checkbox"/> Redirect <input type="checkbox"/> Take time to communicate expectations <input type="checkbox"/> Remove distractions <input type="checkbox"/> I care / Our school cares	<ul style="list-style-type: none"> • Name.. Pause.. Choice.. Direction.. • Name on board for reinforcement • Make and hold eye contact • When.. Then.. directions • Are doing.. Should be doing.. Will do..3 • "Cool off" time
Consequences (Required)	
<input type="checkbox"/> Miss up to 10 minutes of play (supervised) <input type="checkbox"/> Move the student in the classroom <input type="checkbox"/> Time out in buddy class (10 mins)	<ul style="list-style-type: none"> • Clean/repair area (10 mins) • Miss activity or game (10 mins) • Finish positively
Follow up and forgive	
<input type="checkbox"/> Appropriate apology <input type="checkbox"/> Behaviour reflection to be completed* <input type="checkbox"/> Parents/caregivers must be contacted on the day of misbehaviour**	<ul style="list-style-type: none"> • Replace broken equipment • Restorative justice actions • Acknowledge improved behaviour • Finish positively

* Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in SEQTA as soon as practically possible after the incident.

** Parents of perpetrator and “victim” must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behaviour management plans/consequences or another student’s personal situation with another parent/caregiver.

LEVEL 4 MISBEHAVIOURS

Examples	
<input type="checkbox"/> Persistent Level 3 misbehaviour <input type="checkbox"/> Lying and/or gossip <input type="checkbox"/> Sustained defiance <input type="checkbox"/> Directed sexual harassment <input type="checkbox"/> Sustained and intentional distraction of another student from their work	<ul style="list-style-type: none"> • Directed swearing • Threatening other students or staff • Bullying and/or Harassment (including Cyberbullying) • Inciting or encouraging others to misbehave at Level 4 stage
Positive correction	
<input type="checkbox"/> Positive tone <input type="checkbox"/> Name.. Pause.. Choice.. Direction.. <input type="checkbox"/> Make and hold eye contact <input type="checkbox"/> Take time to communicate expectations <input type="checkbox"/> When.. Then.. directions <input type="checkbox"/> Remove distractions <input type="checkbox"/> Are doing.. Should be doing.. Will do.. I care / Our school cares “Cool off” time	
Consequences (Required)	
<input type="checkbox"/> Miss a play break (supervised) <input type="checkbox"/> Move the student in the classroom <input type="checkbox"/> Removal of extra curricular activity (rotations, excursion etc) <input type="checkbox"/> Time out in buddy class (one session)	<ul style="list-style-type: none"> • Clean up area (10 mins) • Miss activity or game • Restorative justice conversation • Finish positively
Follow up and forgive	
<input type="checkbox"/> Appropriate apology <input type="checkbox"/> Behaviour reflection to be completed* <input type="checkbox"/> Parents/caregivers must be contacted on the day of misbehaviour** <input type="checkbox"/> (AP/Principal)***	<ul style="list-style-type: none"> • Replace broken equipment • Restorative justice actions • Individual Behaviour Plan**** <p>(AP/Principal/Teacher/Parent/Caregiver)</p> <ul style="list-style-type: none"> • Acknowledge improved behaviour

	<ul style="list-style-type: none"> • Finish positively
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- * Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in SEQTA and Incident Register as soon as practically possible after the incident.
- ** Parents of perpetrator and “victim” must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behaviour management plans/consequences or another student’s personal situation with another parent/caregiver.
- **** Individual Behaviour Plans are to be collaboratively constructed by Parents/Caregivers, the classroom teacher, the Assistant Principal and Principal.

LEVEL 5 MISBEHAVIOURS

Examples	
<input type="checkbox"/> Persistent Level 4 misbehaviour <input type="checkbox"/> Malicious lying and/or gossip <input type="checkbox"/> Theft of property <input type="checkbox"/> Explicit sexual harassment <input type="checkbox"/> Violence <input type="checkbox"/> Explicit use of language <input type="checkbox"/> Truancy	<ul style="list-style-type: none"> • Smoking • Possessing explicit material (digital or hardcopy) • Using SIM Card devices on school grounds • Graffiti • Inciting or encouraging others to misbehave at a Level 4 stage
Positive correction	
<input type="checkbox"/> Consider student safety <input type="checkbox"/> Name.. Pause. Choice.. Direction.. <input type="checkbox"/> Send for assistance <input type="checkbox"/> Make and hold eye contact <input type="checkbox"/> Positive tone <input type="checkbox"/> When.. Then.. directions <input type="checkbox"/> Name.. Pause.. Responsibility reminder <input checked="" type="checkbox"/>  <input type="checkbox"/> Redirect <input type="checkbox"/> Take time to communicate expectations Remove distractions I care / Our school cares	

Consequences (Required)	
<input type="checkbox"/> Altered timetable <input type="checkbox"/> Restricted or altered play (AP/P) <input type="checkbox"/> Removal from classroom to office <input type="checkbox"/> Removal of extra curricular activity (rotations, excursion etc)	<ul style="list-style-type: none"> • Suspension • Referral to police • Restorative justice conversation • Finish positively
Follow up and forgive	
<input type="checkbox"/> Appropriate apology <input type="checkbox"/> Behaviour reflection to be completed* <input type="checkbox"/> Parents/caregivers must be contacted <input type="checkbox"/> Use of Support Personnel <input type="checkbox"/> Conditional re-entry to classroom	<ul style="list-style-type: none"> • Replace broken/stolen equipment • Restorative justice conference (Parents/Caregivers) • Individual Behaviour Plan**** <p>(AP/Principal/Teacher/Parent/Caregiver)</p> <ul style="list-style-type: none"> • Acknowledge improved behaviour • Finish positively

- * Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in SEQTA as soon as practically possible after the incident.
- ** Parents of perpetrator and “victim” must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behaviour management plans/consequences or another student’s personal situation with another parent/caregiver.
- **** Individual Behaviour Plans are to be collaboratively constructed by Parents/Caregivers, the classroom teacher, the Assistant Principal and Principal as a result of a Restorative Justice Conference.

(Parents advised that suspension may be imminent)

LEVEL 6 MISBEHAVIOURS

Examples	
<input type="checkbox"/> Persistent Level 5 misbehaviour <input type="checkbox"/> Malicious lying and/or gossip <input type="checkbox"/> Major theft of property <input type="checkbox"/> Explicit sexual harassment <input type="checkbox"/> Sustained Violence <input type="checkbox"/> Explicit use of language <input type="checkbox"/> Prolonged or repetitive truancy <input type="checkbox"/>	<ul style="list-style-type: none"> Continued Smoking Possessing explicit material (digital or hardcopy) Using SIM Card devices on school grounds after warning Graffiti and/or damage to school or student property Inciting or encouraging others to misbehave at a Level 6 stage
Positive correction	
<input type="checkbox"/> Consider student safety <input type="checkbox"/> Send for assistance <input type="checkbox"/> Positive tone <input type="checkbox"/> Name.. Pause.. Responsibility reminder <input type="checkbox"/> Redirect <input type="checkbox"/> Take time to communicate expectations <input type="checkbox"/> Remove distractions <input type="checkbox"/> I care / Our school cares <input type="checkbox"/>	<ul style="list-style-type: none"> Name.. Pause.. Choice.. Direction.. Make and hold eye contact When.. Then.. directions Are doing.. Should be doing.. Will do..
Consequences (Required)	
<input type="checkbox"/> Altered timetable <input type="checkbox"/> Restricted or altered play (AP/P) <input type="checkbox"/> Removal of extra curricular activity (rotations, excursion etc) <input type="checkbox"/> Referral to police	<ul style="list-style-type: none"> Suspension (Required) Removal from classroom to office Restorative justice conversation Exclusion (Imminent) Finish positively
Follow up and forgive	
<input type="checkbox"/> Appropriate apology <input type="checkbox"/> Behaviour reflection to be completed* <input type="checkbox"/> Parents/caregivers must be contacted on the day of misbehaviour** (AP/Principal) <input type="checkbox"/> Use of Support Personnel <input type="checkbox"/> Gradual re-entry to classroom (Required)	<ul style="list-style-type: none"> Replace broken/stolen equipment Restorative justice conference (Parents/Caregivers) Individual Behaviour Plan**** (AP/Principal/Teacher/Parent/Caregiver) <ul style="list-style-type: none"> Acknowledge improved behaviour Finish positively

- * Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in SEQTA as soon as practically possible after the incident.
- ** Parents of perpetrator and “victim” must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behaviour management plans/consequences or another student’s personal situation with another parent/caregiver.
- **** Individual Behaviour Plans are to be collaboratively constructed by Parents/Caregivers, the classroom teacher, the Assistant Principal and Principal as a result of a Restorative Justice Conference.

(Parents advised that exclusion may be imminent)

Student Behaviour Self Appraisal Form **(Years 4-10)**

What is the issue being discussed here today?

Why did I do it?

Why was it the wrong thing to do?

What should I have done?

How am I going to make up for my misbehaviour today?

1. _____

2. _____

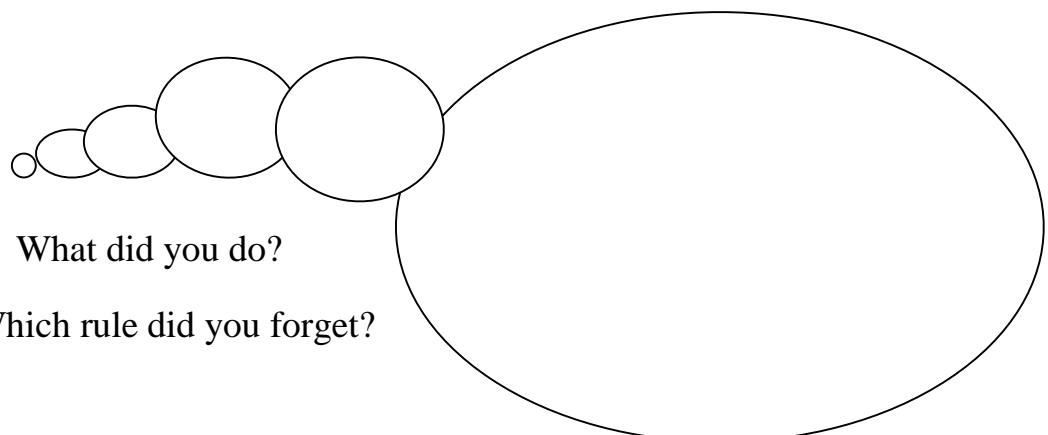
3. _____

Student Signature: _____ **Date:** _____

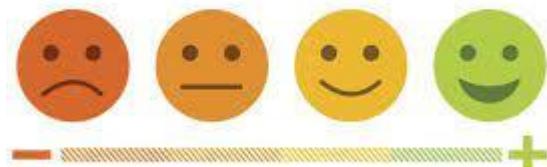
Staff Signature : _____ **Date:** _____

Student Behaviour Appraisal Form (K-3)

How am I feeling? _____



How do you feel now?



Teacher Comment:

Name : _____	Class: _____
Teacher : _____	Date : _____

OUR SCHOOL RULES

1. We are a bully free school.
We treat others as we want to be treated.
2. We keep hands, feet, and objects to ourselves.
3. We always try to do our best.
4. We take responsibility for our own actions and decisions.
5. We wear the correct school uniform, including our school hat.