



## BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

### 1. Student Behaviour – Frankston Heights Primary School Context

Frankston Heights Primary School actively seeks to engage with parents and the community to ensure a positive, safe, supportive and inclusive school culture in which every student has the opportunity to succeed. Frankston Heights Primary School works together with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships.

Some students exhibit challenging behaviour and require additional support and interventions to address the behaviour and to develop positive behaviours. There is a 'Behaviour Framework' ([Appendix 1](#)) in place to address inappropriate behaviours which can negatively impact on the learning environment.

Frankston Heights Primary School appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging students in their academic learning. Our Education Support staff work closely with classroom teachers to ensure student literacy and numeracy needs are being addressed. Student leadership capacity is fostered through the Creating A Safe and Supportive Environment (CASSE) Safety Crew, the house system and the role of the school captains.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At-risk students are supported by all staff alongside our Wellbeing Team which includes the Department of Human Services, a DEECD Psychologist and Speech Pathologist and Student Support Services. External agencies such as Anglicare, OzChild and Child First work with students and families on a more targeted and individualised level.

**FHPS places an emphasis on 100% attendance, and has in place attendance targets.**

- Attendance is recorded in the morning and afternoon electronically, and student absences are followed up by teachers if they are longer than two days.

FHPS values input and feedback from the wider community through the Parent Opinion survey, and from parent representatives on School Council.

**Note: The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.**

## **2. Shared Rights and Responsibilities:**

At Frankston Heights Primary School we believe that it is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment.

All members have an obligation to ensure school property is appropriately used and maintained.

Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber- bullying). Teachers have the right to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

### **Expectation of parents and carers:**

- to take an active interest in their child's educational progress
- to model and reinforce positive behaviours
- to ensure their child's regular attendance
- to ensure their children are at school on time each day
- to support the school in maintaining a safe and respectful learning environment for all students
- to engage in regular and constructive communication with school staff regarding their child's learning
- to inform the school of issues that may affect their child

### **Expectations of students:**

- to contribute positively to the educational experience for themselves and other students
- to participate fully in the school's educational program without distracting students from their work and teachers from their teaching
- to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- to follow the school ethos outlined in the "Way To Go" booklet
- to look after the school property and equipment
- to attend school regularly
- to be punctual each day

### **Expectations of all Teachers:**

- to be mindful of the physical and psychological wellbeing of each child
- to demonstrate the standards set by the DEECD
- to know how students learn and how to teach them effectively and use a range of strategies to engage students in effective learning
- to know the content they teach and know their students

- to plan and assess for effective learning
- to create and maintain safe and challenging learning environments
- to consistently implement the following two documents: 'Way To Go' and the "Stages of Behaviour"
- to be familiar with and fairly, reasonably and consistently implement the Student Engagement and Behaviour Policy
- to follow up absences after children have been away from school for two days
- to document incidents relating to the management of student behaviour to help inform decision making
- to participate in Professional Development opportunities to further develop skills in the area of behaviour management and other welfare related areas
- to give support to fellow staff members as required
- to inform parents of any welfare/behavioural concerns they have about their children
- to develop Individual Behaviour Management plans for identified students
- to liaise with relevant DEECD SSSO staff regarding students at risk

***Note: In extreme circumstances the behaviour is to be referred immediately to the Principal or Assistant Principal.***

#### **Expectations of the Assistant Principal:**

- to develop prevention and early intervention programs and strategies that contribute to a positive school culture
- to document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing coordinator
- to oversee the implementation of the Attendance and Behaviour Policy
- to support classroom teachers in the overall management of student behaviours.
- to monitor the attendance strategy and Behaviour Policy
- the Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences

#### **Expectations of the Principal:**

- the ultimate responsibility for decisions regarding behaviour management lies with the Principal
- to provide effective leadership to all staff to establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of school protocols and expectations to improve student behaviour
- to facilitate student suspensions and expulsions and to ensure the Procedures for Expulsion are adhered to

### 3. SHARED EXPECTATIONS

|  | Students   | Parents/Carers   | Principals/Teachers & Staff  |
|--|--|--|--|
| Engagement<br>(participation in the classroom and other school activities) | <p><b><i>All students should demonstrate:</i></b></p> <p><u>Willingness</u> to engage in and take full advantage of the school program.</p> <p><u>Effort</u> by doing their very best and taking pride in their work.</p> <p><u>Self-discipline</u> by ensuring a cooperative learning environment and modelling the school values.</p> <p><u>Teamwork</u> by engaging successfully with others in collaborative learning.</p> | <p><b><i>Parents/carers are encouraged to:</i></b></p> <p><u>Promote</u> positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</p> <p><u>Support</u> their child in their readiness for the school day and in the provision of a supportive home environment.</p> <p><u>Monitor</u> their child's school involvement and progress and communicate with the school when necessary.</p> <p><u>Support</u> school programs and actively participate in school events/parent groups.</p> <p><u>Involvement</u> as a parent helper in classrooms where possible.</p> | <p><b><i>The school will:</i></b></p> <p><u>Comply</u> with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</p> <p><u>Provide</u> an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</p> |
| Attendance   | <p><b><i>All students are expected to:</i></b></p> <p><u>Attend</u> and be punctual for school every day.</p> <p><u>Participate</u> fully in lessons.</p>  | <p><b><i>Parents/Carers are expected to:</i></b></p> <p><u>Ensure</u> that enrolment details are correct.</p> <p><u>Ensure</u> their child attends regularly.</p> <p><u>Advise</u> the school as soon as possible when a child is absent.</p>  | <p><b><i>In accordance with DEECD procedures the school will:</i></b></p> <p><u>Proactively</u> promote regular attendance.</p> <p><u>Mark rolls</u> accurately each lesson and follow up on absences using eCases21.</p>  |

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|                  | <p><u>Bring</u> a note from their parents/carers explaining any absence/ lateness.</p>   | <p><u>Account</u> for all student absences</p> <p><u>Keep</u> family holidays within scheduled school holidays where possible.</p> <p><u>Support</u> their child's learning during absences and work with the school to reintegrate students after prolonged absences.</p>   | <p><u>Report</u> attendance data in the school's Annual Report.</p> <p><u>Support</u> students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.</p>   |
| <b>Behaviour</b> | <p><b><i>Students are expected to:</i></b></p> <p><u>Take</u> responsibility for their learning set high expectations.</p> <p><u>Take</u> responsibility for their behaviour and its impact on others.</p> <p><u>Model</u> the schools core values and endeavour to Comply with the school's Behavioural Policy.</p> | <p><b><i>Parents/Carers are expected to :</i></b></p> <p><u>Have</u> high expectations of their child's behaviour and an understanding of the school's Behavioural policy.</p> <p><u>Communicate</u> with the school in regards to their child's circumstances.</p> <p><u>Support</u> the school by assisting in the development and enforcement of strategies to address individual needs</p> | <p><b><i>The school will:</i></b></p> <p><u>Deliver</u> an inclusive and comprehensive curriculum which promotes positive behaviours</p> <p><u>Focus</u> on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p><u>Consistently</u> apply its Behavioural Policy and only exclude students in extreme circumstances.</p> <p><u>Recognise</u> that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p> |

#### **4. School Action and Consequences**

Positive relationships between students, teachers, parents and other members of the school community will be developed by providing a positive, supportive and safe teaching and learning environment where all students will:

- Develop a sense of self-worth and appreciate the worth of others
- Be encouraged to accept responsibility for their behaviour through positive reinforcement and the teaching and learning of social skills
- Develop in each child an awareness that there are logical consequences for socially unacceptable behaviour
- Develop the ability to live and work cooperatively, through understanding and valuing individual differences and becoming more tolerant of others
- Discover and develop their potential in academic, creative, recreational and personal activities

We strive to develop a positive school culture, where students feel a strong sense of belonging and become confident and resilient. The Frankston Heights Primary School's Student Wellbeing and Behaviour policies are based on the desire to foster a school culture where personal responsibility and self-discipline will be developed.

- All individuals are to be valued and treated with respect
- The physical and emotional development for teaching and learning is to be safe and appropriate for the stage of development of the students
- The school's policies and procedures are to be fair, logical and implemented consistently

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- Establishing classroom values and rules in consultation with students
- Ensuring student ownership of classroom and whole school expectations
- Providing personalised learning programs
- Empowering students by providing opportunities to take responsibility and be involved in decision –making
- Providing positive environments to engage learners

The Frankston Heights Primary School Behaviour Policy will enable staff to:

- Understand the student's background and needs
- Ensure a clear understanding of expectations by both students and teachers
- Provide consistent school and classroom environments
- Scaffold the student's learning program
- Complete individual "Behaviour Diaries" in the classroom and on yard duty to ascertain repetitive behaviours

Broader support strategies will include:

- Utilising the "Cooling Off" room to encourage quiet reflection of unacceptable behaviours in the yard (Stages of Yard Behaviour and Cooling Off Procedures [Appendix 2](#))
- Involving and supporting the parent/carer
- Refer to external services (eg Psychology)
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies

### **School Wide Positive Behaviour Support**

At Frankston Heights Primary School we believe that by helping students practice good behaviour, we will build a school community where all students have an environment where they can succeed and grow.

### **Positive Reinforcement Strategies:**

The following encouragement strategies are used at Frankston Heights Primary School to promote and recognise positive behaviour.

- Success Award  
Each week, classroom teachers select one student from their class as a form of positive recognition for their behaviour and enthusiasm for learning each week. These students are then acknowledged at Friday afternoon assemblies
- Specialist Awards  
Specialists provide awards for those classes who have shown cooperative, responsible behaviours whilst in Specialist lessons, and these are presented at Friday afternoon assemblies
- Yard Behaviour Raffle

Teachers who are on yard duty give raffle tickets to students who are cooperative and caring or pick up rubbish in the yard. A raffle is then drawn each week during assembly and the lucky students whose names are drawn receive an incentive award

- **House Point System**

Students who demonstrate positive behaviours and are caring towards others are rewarded with house points. These are then tallied by our school captains and the winners are announced at Friday afternoon assemblies, with the winning team receiving recognition on the house cup

- **Upstander Awards**

Students and teachers nominate students who have demonstrated supportive and caring behaviours towards others. Members of the CASSE Safety Crew present these at Friday afternoon assemblies

- **Personal Recognition**

Students are regularly recognised for positive behaviours by all school staff through verbal praise, positive reinforcement and prize boxes. Specific effort is made to recognise and acknowledge desired behaviours as opposed to unacceptable behaviours

### **Discipline Procedures**

Our teachers are skilled in using a wide range of preventative strategies in combination with applying consequences to manage student misbehaviour and often these are effective in preventing student misbehaviour from escalating.

When dealing with unacceptable behaviours our Frankston Heights 'Behaviour Framework' ([Appendix 1](#)) and 'Stages of Behaviour' ([Appendix 2](#)) are the core documents utilised for managing unacceptable behaviours both in the classroom and yard, and the subsequent consequences of the particular behaviour. As inferred, the Stages of Behaviour are tiered from the least intrusive to most intrusive in terms of managing problematic behaviours.

### **Steps to Class Removal**

A clear and consistent approach using the 'Stages of Behaviour' is implemented by all staff which is outlined below:

#### **1<sup>st</sup> incident of unacceptable behaviour: A warning.**

The teacher will direct the student to behave in a responsible manner and may remind the student of the classroom/school rules.





**2<sup>nd</sup> incident of unacceptable behaviour: Name on board.**

Student's name is placed on the board. The teacher will give a verbal warning of impending consequences.



**3<sup>rd</sup> incident of unacceptable behaviour: Tick on board.**

A tick is placed beside the student's name. The teacher will give a verbal warning of impending consequences.



**4<sup>th</sup> incident of unacceptable behaviour: Reflection within the classroom.**

The student will be placed in an isolated area within the classroom.



**5<sup>th</sup> incident of unacceptable behaviour: Removal to another classroom.**

If the student does not comply whilst in Reflection within the classroom guidelines, the student will be removed to another classroom. Time missed in their own classroom will have to be made up during recess or lunchtime.

**Teachers are able to bypass any of the above steps resulting in immediate removal of the student from the classroom when the student's behaviour is regarded as severely disruptive, offensive or dangerous.**

**Cool Off & Reflect Program**

The Cool Off & Reflect program uses a restorative approach to managing incidents of inappropriate student behaviour from Foundation to Year 6, and as such is an important part of our behaviour management policy.

The program aims to develop greater responsibility for students' behaviour and reactions, by helping them to understand and be accountable for their own actions. It also encourages students to develop awareness of and acknowledge the implication of their actions and choices on others around them.

- The 'Cool Off & Reflection' program runs during recess and lunchtime in the library. Teachers are assigned on duty during this time
- Students are required to complete ( 4W Form- [Appendix 3](#) and Stop Start Form - [Appendix 4](#)) to monitor behaviour and provide a 'cooling off' period and time to reflect on the behaviour and ways in which the situation could have been dealt with in a calmer way
- Three reflections in the same term will result in a meeting with parents and a removal from the yard for an extended period. Subsequent reflections in the same term will incur further consequences such as After School Detention and potential school suspension

### **Additional measures for dealing with inappropriate behaviour**

#### **Individual Behaviour Management Plans**

If a student is not responding to the positive behaviour management strategies and the whole school discipline procedures used in the classroom or the playground then teachers will develop an individual behaviour management plan to be discussed with parents.

#### **Detention**

Stage 3 or 4 level behaviours may require a student to have a lunch or after school detention. Parents will be given twenty-four hours advance notice when after-school detention is used, and a suitable time will be negotiated. For safety reasons, students must be collected by parents at the conclusion of the after school detention.

#### **Removal of Privileges**

The right to attend school sporting events, excursions, camps etc. may be withdrawn for students who repeatedly show extreme inappropriate behaviour at school. The Principal and Assistant Principal will be consulted in this matter and parents advised.

#### **Suspension and Expulsion**

Suspension from school is a serious behaviour consequence which is used when unacceptable student behaviour warrants urgent action or when other measures have not proved satisfactory in attempting to support the student in developing more responsible behaviours.

The Principal will decide in consultation with relevant staff members when a student is to be suspended. Parents will be provided with a notice of the suspension on the day of the student's suspension.

A student may be suspended for up to 5 school days at any one time, but cannot be suspended for more than 15 days in a school year without approval from Regional Office.

A student may be suspended from school in the following situations:

- Where all other measures have been implemented without success
- Where an immediate suspension is the only appropriate course of action

These procedures will be implemented in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

A student may be expelled from school if a student's behaviour is of such a serious nature that suspension is inadequate to deal with that behaviour. The Principal has the authority to permanently exclude a student from school in this case.

When considering suspension or expulsion, Frankston Heights Primary School follows the Procedures for Suspension and Expulsion as outlined in DEECD Student Engagement and Inclusion Guidance 2014

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.asp>

### Key Links

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| Effective Schools are Engaging Schools - Student Engagement Policy Guidelines<br><a href="http://www.education.vic.gov.au/school/parents/health/Pages/default.aspx#mainContent">http://www.education.vic.gov.au/school/parents/health/Pages/default.aspx#mainContent</a>   |
| Student Engagement and Inclusion Guidance 2014<br><a href="http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx</a>  |
| Ministerial Order 625 Suspensions and Expulsions<br><a href="http://www.education.vic.gov.au/Documents/schools/principals/participation/minorder625.PDF">http://www.education.vic.gov.au/Documents/schools/principals/participation/minorder625.PDF</a>  |
| Charter of Human Rights<br><a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a>   |
| Child First<br><a href="http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/family-and-parenting-support/family-services/child-first-child-and-family-information,-referral-and-support-teams">http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/family-and-parenting-support/family-services/child-first-child-and-family-information,-referral-and-support-teams</a> |
| OzChild<br><a href="http://www.ozchild.org.au/">http://www.ozchild.org.au/</a>   |

## Appendix 1

# Frankston Heights P.S Behaviour Framework



| Behaviour Code  | Level  | Consequence   | Documentation Required  | People Involved  |
|---|--|---|---|--|
| <b>Step 1</b><br><b>Warning</b>                         | Level A: Mismanaging student's own personal learning<br>Level B: Upsetting the learning environment of others  | <ul style="list-style-type: none"> <li>Reminder</li> <li>Negotiations between student and teacher</li> </ul>  | <ul style="list-style-type: none"> <li>No record</li> </ul>   | <ul style="list-style-type: none"> <li>Student</li> <li>Teacher</li> </ul>   |
| <b>Step 2</b><br><b>Reminder</b>                        | Level A: Mismanaging student's own personal learning<br>Level B: Upsetting the learning environment of others  | <ul style="list-style-type: none"> <li>Reminder</li> <li>Negotiations between student and teacher</li> </ul>  | <ul style="list-style-type: none"> <li>No record</li> </ul>   | <ul style="list-style-type: none"> <li>Student</li> <li>Teacher</li> </ul>   |
| <b>Step 3</b>   | Level A: Mismanaging student's own personal learning<br>Level B: Upsetting the learning environment of others  | <ul style="list-style-type: none"> <li>Student needs to apologise and put things right with others.</li> </ul>  | <ul style="list-style-type: none"> <li>No Record</li> </ul>   | <ul style="list-style-type: none"> <li>Student</li> <li>Teacher</li> </ul>   |
| <b>Step 4</b><br><b>Isolation within the classroom.</b> | Level A: Mismanaging student's own personal learning<br>Level B: Upsetting the learning environment of others  | <ul style="list-style-type: none"> <li>Isolation in room should be 10 minutes for Junior Classes and Senior Classes.</li> <li>Have a designated spot in room. Ask students to reflect on their behaviour.</li> </ul>  | <ul style="list-style-type: none"> <li>No Record</li> </ul>   | <ul style="list-style-type: none"> <li>Student</li> <li>Teacher</li> </ul>   |
| <b>Step 5</b><br><b>Removal from room to another</b>    | Level A: Mismanaging student's own personal learning<br>Level B: Upsetting the learning environment of others<br>Level C: Posing a physical/emotional threat to the safety of others | <ul style="list-style-type: none"> <li>Removal from room to another ( Buddy class.)</li> <li>Student is to sit quietly and reflect on their Behaviour.</li> <li>If the student has not finished their work they will be asked to complete it in their own time under supervision from the teacher with whom they have made poor behaviour choices.</li> </ul> | <ul style="list-style-type: none"> <li>Recorded in Behaviour Book.(Diary)</li> </ul>                    | <ul style="list-style-type: none"> <li>Student</li> <li>Teacher</li> </ul> <p>Removal from room to another Buddy Class<br/>Prep-Art Room<br/>Grade 1-2<br/>Grade 2-1<br/>Grade 3/4 - 5<br/>Grade 5-3/4<br/>Grade 6-3/4</p> |
| <b>Step 6</b>   | Same as Step 5   | <ul style="list-style-type: none"> <li>Student may see another Senior Teacher or Assistant Principal</li> </ul>   | <ul style="list-style-type: none"> <li>Recorded in Behaviour Book.(Diary)</li> </ul>                    | <ul style="list-style-type: none"> <li>Student</li> <li>Senior Teacher</li> <li>Assistant Principal</li> </ul>   |
| <b>Step 7</b>   | Level A: Mismanaging student's own personal learning<br>Level B: Upsetting the learning environment of others<br>Level C: Posing a physical/emotional threat to the safety of others | <ul style="list-style-type: none"> <li>Parents contacted by phone and informed of behaviour.</li> <li>A meeting may be held to discuss the student's behaviour and further action may be decided.</li> </ul>  | <ul style="list-style-type: none"> <li>Parents notified</li> <li>Recorded in Behaviour book.</li> </ul> | <ul style="list-style-type: none"> <li>Student</li> <li>Teachers</li> <li>Parent</li> </ul> <p>If a student has 3 Entries Please notify Assistant Principal.</p>   |

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| <b>Step 8</b> | Level A: Mismanaging student's own personal learning<br><br>Level B: Upsetting the learning environment of others<br><br>Level C: Posing a physical/emotional threat to the safety of others | <ul style="list-style-type: none"> <li>Principal may need to take further action.</li> </ul> | Possible detention/suspension | <ul style="list-style-type: none"> <li>Principal</li> <li>Parent</li> <li>Student</li> </ul> |
|---------------|--|--|-------------------------------|--|

## Behaviour Management

1. Ensure a set of rules/protocols are developed and displayed in homestead as soon as possible. A copy of rules and consequences must be given to the Assistant Principal.
2. Please ensure to follow correct Behaviour Consequences.
3. Make sure Behaviour Charts are placed on the wall for all to see.
4. Remember to record student behaviour in Behaviour Diary book Supplied.

## Appendix 2

# Frankston Heights Primary School Stages of Yard Behaviour: Cooling Off Procedures



| Stage one: Yard Duty Teacher  | Stage Two: Yard duty<br>Cooling Off Room (aggressive or violent behaviour only)   | Stage Three: Yard Duty Teacher calls for AP/Principal  |
|---|---|--|
| <p><b>Verbal Abuse/Harassment:</b></p> <ul style="list-style-type: none"> <li>Annoying others, name calling, low level teasing, answering back, not following the rules of the formal game</li> <li>Not following school rules e.g. tackling</li> </ul> <p><b>Physical Abuse:</b></p> <ul style="list-style-type: none"> <li>Low level physical abuse e.g. pushing, light slapping Spitting/spitting water</li> <li>Inappropriate play</li> <li>e.g. playing in the toilets, kissing</li> </ul> <p><b>Security and Safety Breaches:</b></p> <ul style="list-style-type: none"> <li>Playing in an out of bounds area</li> <li>Coming indoors during recess or lunch without permission or supervision</li> </ul> <p><b>Disrespect of Property:</b></p> <ul style="list-style-type: none"> <li>Taking something belonging to another student and refusing to return it e.g. hat, toy, sports equipment</li> </ul> | <p><b>Verbal Abuse/Harassment:</b></p> <ul style="list-style-type: none"> <li>Swearing aggressively and directly at a staff member. (Cooling off-but stage 3 consequence)</li> <li>Use of words in a derogatory sense to insult or offend others e.g. slut, gay, lesbian Racist comment/sexualized gestures/behaviour</li> </ul> <p><b>Physical Abuse:</b></p> <ul style="list-style-type: none"> <li>Repeated pushing, hitting, kicking, etc</li> <li>Deliberate pushing, hitting, kicking, etc resulting in an injury</li> <li>Threatening to physically harm/using an object as a weapon to harm others e.g. throwing a ball in another student's face</li> <li>Inappropriate play e.g. playing in the toilets,</li> <li>Aggressive response to violent act by another</li> <li></li> </ul> <p><b>Security and Safety Breaches</b></p> <ul style="list-style-type: none"> <li>Leaving the school ground without permission</li> </ul> <p><b>Disrespect of Property:</b></p> <ul style="list-style-type: none"> <li>Vandalism:</li> </ul> | <p><b>In Extreme cases of Verbal abuse, physical abuse, Security and Safety breaches, repeated sexual and or racial harassment, vandalism, disturbing the learning of others and the teacher on duty requires outside support.</b></p> <p><b><u>Where any stage two behaviour has been determined at a higher level or the same inappropriate behaviour has been repeated.</u></b></p> |

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|  | <ul style="list-style-type: none"> <li>Repeated and deliberate damage of the property of others or the school</li> </ul>   |   |
| <p><b>Stage One: Consequences</b></p> <p>Behaviour dealt with in yard.<br/>For Example:</p> <ul style="list-style-type: none"> <li>Walk with teacher</li> <li>Sit in quiet area.</li> <li>Clean up Yard</li> <li>Community Services</li> </ul> | <p><b>Stage Two: Consequences</b></p> <p>Teacher sends student to <i>Cooling Off</i>, with another student and a cooling off Card.<br/>Yard duty teacher records in 'Black Behaviour Book'.<br/>An incident report will need to be filled out for any stage two or three incidents.<br/>Everyone will be provided with copies of these to have in your room and to give to AP at the end of the day.<br/>Removal from the yard for extended period e.g.<br/>After school detention. (Coordinators)<br/>Individual yard behaviour agreement</p> <ul style="list-style-type: none"> <li>Parents must be contacted by the class teacher to discuss incident</li> <li>Notify Principal class</li> </ul> <p>NB: Restorative conversations should focus on positive problem solving and natural consequences, e.g. cleaning graffiti, replacing damaged property<br/>Parents must be contacted for incidents of bullying/racial comments (repeated &amp; ongoing harassment of a particular person).</p> | <p><b>Stage Three: Consequences</b></p> <p>Write incident in black book on duty and write an incident report to be handed to AP.<br/>Principal Class to determine course of action following.<br/>Detention/Suspension</p> <ul style="list-style-type: none"> <li>Parents to be notified by phone</li> <li>Suspension for 1-5 days. Parents to be notified by phone.</li> <li>DE&amp;T documentation completed and sent home.</li> </ul> <p>Restorative conference on return to school.<br/>Departmental suspension documentation to be completed by Principal class<br/>Copy to be sent home and original given to Principal/ Assistant Principal<br/>NB: Each situation will be considered on its merit and personal/mitigating circumstances may be taken into consideration and alternative arrangements made if necessary.</p> |

## Cooling Off Teacher

- Collect **Cooling Off Folder** from Crystal at the beginning of recess and lunch.
- Student must sit quietly in the Cooling Designated Area. (It is not library or play time).
- Reflection:** Allow the student to calm down and think about the behaviour that has occurred.
- Record** the date, time and students name in the Folder.
- When you feel the student has calmed down, complete the '**4W Form**' and the '**STOP/START PLAN**' with the student.
- Copies of these form must be placed in plastic pockets in **Cooling Off Folder**. Copies will then be placed in files by Jodi(AP)

If the student is sent to cooling off at recess they must return at lunch time.

Please tick the box that says the student must return for the next duty teacher.

**PRINCIPAL CLASS MAY BE CONSULTED IF IT IS FELT THE BEHAVIOUR IS EXTREME (STAGE 3) and results in further consequences.**

Crystal will be able to remind them to come with an announcement at either recess or lunch.



Appendix 3

# 4W Form



My name is:

My class is:

My Teacher's name is:

Today's date:

**What I did that was against our rules:**

**What rules or rights did I infringe?**

**Why I did this:**

**We can fix this by:**

**My teacher's comments:**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

Appendix 4

Stop/Start Plan

It is time for me to have a good think about what I am doing but I need a plan if I'm going to do better!

| I should stop this | I should start this! |
|--------------------|----------------------|
| 1.                 | 1.                   |
| 2.                 | 2.                   |
| 3.                 | 3.                   |

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Student                      Teacher                      Date