

Forrestfield Primary School

Behaviour Management Policy

(Reviewed 2011)



ETHOS

To develop each child's academic, social and physical potential, so that they may maximise employment opportunities and enjoy a full range of social and cultural activities to participate as responsible members of society.

FORRESTFIELD PRIMARY SCHOOL

School Ethos

We aim to ensure that our school has a safe and orderly learning environment. This is best achieved by creating an atmosphere in the school where students are actively engaged in the curriculum and are provided with interesting ways to learn; where they feel cared for by school staff and develop a sense of belonging to the school; and where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed. In short, students are more likely to behave well if they are in an environment where they feel respected and capable. We know that if school staff are able to create such an ethos then many potential behaviour problems will be prevented. The crux of successful behaviour management is acting to meet students' needs rather than simply reacting when they misbehave.

BACKGROUND

The management of student behaviour is encompassed in the teaching and learning process.

At Forrestfield Primary School we aim to foster a safe and positive learning environment which:

- promotes and models pro-social behaviour and positive social interactions amongst staff, students and parents.
- provides opportunities for students to learn and practise appropriate social behaviours and self discipline.
- applies appropriate and fair sanctions for students who display inappropriate behaviours.
- develop appropriate behaviours, self control, and resiliency through interactions with teachers and other staff and through the curriculum.

Principles

The following principles guide us to manage the behaviour of our students;

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.

- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- Teachers will demonstrate accountability for following the school policy, evidence based decision making, reporting and referral to appropriate support, and record keeping.

POLICY DOCUMENTS

This policy should be read with reference to:

- Behaviour Management in Schools Policy 2008
- Managing Student Behaviour
- Physical Contact with Students Guidelines
- Exclusions Policy
- Duty of Care Policy 2007

STRATEGIES TO DEVELOP A SUPPORTIVE CULTURE WITHIN THE SCHOOL COMMUNITY

Our focus is to maintain a supportive school culture by implementing the following strategies;

- ⌘ Implementation of School Wide Behaviour Positive Support (PBS)
- ⌘ Behaviour Team – BST
- ⌘ Implementing the Friendly Schools Program (K -7) (Introduction 2013)
- ⌘ Virtues Program
- ⌘ Parent/staff meetings
- ⌘ Parent evenings – displays of school work
- ⌘ Community Garden
- ⌘ Breakfast Club
- ⌘ Regular assemblies
- ⌘ Sports carnivals
- ⌘ Whole school activities
- ⌘ Parent newsletter
- ⌘ School psychologist and other support services
- ⌘ School Chaplain
- ⌘ Staff and parent involvement and input to the school council
- ⌘ P & C Meetings
- ⌘ Guest speakers and consultants for teachers/parents

PRINCIPAL AND DEPUTY PRINCIPALS' RESPONSIBILITIES;

- ⌘ Support teachers with behaviour management – Major behaviour level
- ⌘ Provide a link between parents and staff
- ⌘ Ensure consistency in the implementation of whole school behaviour management processes.
- ⌘ Facilitate parent/teacher child conferencing at the Major Behaviour level.
- ⌘ Identifies relevant programs and plans to assist teachers to manage the behaviour needs of individual children with behaviour problems.
- ⌘ Ensure relief teachers are provided with a copy of the behaviour management procedures and individual needs of children in the class.
- ⌘ Coordinate the BST

- ⌘ Refer children at risk to support agencies
- ⌘ Facilitate targeted Professional Development

LEARNING SUPPORT COORDINATOR RESPONSIBILITIES

- Support teachers with behaviour management – classroom level
- Work with teachers to develop, monitor and review documented plans - IBP's, RMP's etc
- Facilitate parent/teacher child conferences – Minor behaviour level
- Coordinate the implementation of programs and strategies with EA'S and other support staff.

BEHAVIOUR SUPPORT TEAM (BST) RESPONSIBILITIES

TEACHER'S RESPONSIBILITIES

Teachers are primarily responsible for the effective management of their students. Teachers know that;

- **behaviour is learned** and those students who regularly misbehave need to be taught more productive and responsible behaviour.
- **behaviour is influenced by the situation in which it occurs** and so by modifying some aspects of the classroom situation (greeting children each morning, seating, modifying the task, positive feedback) all student behaviour can be positively shaped.
- **All behaviour serves a purpose** and so teachers teach and positively reinforce more socially acceptable ways to behave.

Teachers will follow the procedures outlined in this policy.

Teachers will apply learning from quality professional learning

PARENTS' RESPONSIBILITIES

- Ensure that their child/children arrive at school each day prepared for school. e.g on time, plenty of sleep, having had breakfast (note Breakfast Program is available to support families) in school uniform, with school materials etc.
- Contact the teacher if they have any concerns for their child.
- Talk to their child/children re: the behaviours listed on the Blue/Yellow form, Sign the form and return it to the school.
- Attend Meetings – classroom/admin level to address behaviour issues.
- Support the school's focus re: Respectful, Responsible, and Safe Behaviour.
- Work with the school to follow school processes

STUDENTS' RESPONSIBILITIES

- Follow the School Wide Behaviour Expectations
- Report incidents of inappropriate behaviour towards them or other students

POSITIVE RECOGNITION

Positive recognition will:

- encourage students to continue appropriate behaviour;

- increase each student's self esteem;
- create a positive classroom environment for students and teachers;
- help teach appropriate behaviour and establish positive relationships with students.

The Forrestfield School Community endeavours to promote and maintain responsible behaviour through the following positive reinforcements:

1. Giving praise and encouragement.
2. Awarding Honour Certificates, merit certificates, faction points, Principal Awards, stickers and prizes.
3. Acknowledging achievements at assemblies and in newsletters.
4. Reporting positive achievements to parents.
5. Recognising individual differences.
6. Explicitly teaching children how to behaviour e.g SWBE and rewarding positive behaviour.
7. Creation of individual student plans with rewards to teach desired behaviours

CONTACT WITH PARENTS

Statement re: need for strong relationship between home and school

Parent meetings will be held during DOTT times or before or after school. Teachers can seek the support of the LSC and/or admin for support.

SCHOOL RULES

All members of the school community aim to model our whole school rule -

Treat Everyone Decently by being Respectful, Responsible and Safe.



CLASS RULES:

- Teachers will display SWBE in their room i.e. Ted posters.
- At the beginning of each school year teachers will negotiate and display classroom rules, based on our whole school rule.
- Teachers regularly teach and reward SWBE as outlined below

CONSEQUENCES

The school wide expectation to “treat everyone decently by showing respect, responsibility and safe” applies to all parts of the school community and outside activities. If students go beyond these parameters then consequences will be applied. Refer to Flowchart in Appendix...

Classroom Teachers

Teaching staff will develop a class behaviour management plan that supports the school behaviour management plan.

Teaching staff are required to;

- Set up a class system to reward positive behaviour
- Monitor student inappropriate behaviour in class using the Canter Method; as outlined on the Student Behaviour Flowchart.

- Follow the Blue Form process including liaising with parents for incidents of minor behaviour
- Implement strategies to correct minor behaviour incidents
- Liaise with the Admin to implement Individual Behaviour Plans students with ongoing, serious behavioural incidents.
- Keep records of parent contact on the Student Information Sheet (teacher drive) about significant incidents/parent contact.

Behaviours recorded on minor and major behaviour forms will be entered on to the school tracking sheet.

Playground Consequences

Playground consequences will be recorded using the playground warning sheet process– Senior and Junior.

In a two week period;

3 Warnings

4th Warning – A blue form is written by the teacher on duty.

Responsibilities of our Playground Duty Teachers

1. To maintain a 'duty of care' of students by being an active visible presence in the playground.
2. Listen to students and provide support when they report any bullying incidences. Report the matter to Administration and advise the classroom teacher.
3. Monitor the entire duty area and adopt a preventative attitude by intervening when rough or dangerous play activities are seen.
4. Be punctual and ensure a smooth transition during the lunchtime change over to ensure a teacher presence at all times.
5. Complete warning sheets. Where 3 warnings are incurred within a two week period, a blue form is generated and consequence applied. Major breaches of the behaviour code can be referred directly to Administration. Parents are informed.
6. Report all serious breaches of the school behaviour code to the Principal or Deputy Principal.
7. Following an accident resulting in a serious injury to a student record details in the "Accident Report Book".

Students may be required to engage in a Restorative Practice session when intentional harm is caused to property or person/s.

STAGES IN APPLYING CONSEQUENCES

In addition to teachers having their whole school and classroom rules and consequences that have been developed to achieve a uniform approach to behaviour management, the school also has a sequence of stages to achieve a unified approach to behaviour management. Teachers will determine which stage of consequence is appropriate. Teachers need to keep documentation as these may have to be produced at an exclusion panel.

The consequences are clearly defined in the stages of Behaviour Management.

STAGE 1 WHOLE SCHOOL CLASSROOM STRATEGIES

Minor breaches of discipline will incur a verbal warning.

STAGE 2 NAME ON THE BOARD IN CLASSROOM

The child has been warned and now has their name written down as they have refused to comply and modify their behaviour.

STAGE 3 TICK

If the child continues to disrupt the class, a further tick is placed next to the child's name.

STAGE 4 TICK ISOLATE IN THE CLASSROOM

Continued disruption to the normal learning program will result in isolating the student within the classroom. The students cease involvement with normal lessons until time out is completed. The teacher will counsel the student at an appropriate time.

STAGE 5 BUDDY ROOM AND THINK SHEET

At this stage the child is sent to a buddy room for a pre-determined period or the remainder of that period. The student must have a reflection sheet /work package to complete while in that room. (Reflection sheets are in the Class Discipline File.) Teachers will ensure there is a file of work available for children to take to buddy room.

STAGE 6 RETURN TO CLASS – FINAL WARNING

If the child returns to the class Blue slips may be issued at this point if it is persistent behaviour and the child is not complying. A BMP may also be done.

STAGE 5 OFFICE

The student is placed in the principal's or deputies offices and the parents are notified and invited to the school to discuss the student's behaviour. At this point blue forms are issued.

The School Psychologist, Principal, Deputies or past teachers may be required to attend a meeting.

While in the office area the student may be withdrawn from class and be given a work package. They may have different break times than other students. For severe or on-going problems a Case Management Team may be appointed to create strategies to overcome the problem at a time when the appointed members of this team can be present.

Records must be kept.

STAGE 6 SUSPENSION

Suspension of a student from school may occur due to:

Physical or Verbal abuse of staff or students

Wilful damage to property

Substance misuse, and illegal substance offences.

Serious incident not covered by any of the above categories.

Re-entry interview required and restorative practice session if relevant

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In all of the above instances a work package must be provided by the teacher if the suspension is for three or more consecutive days or a total of five or more days during a school year.

Suspensions are the responsibility of the Principal and the Deputy Principals.

- Parent to be advised orally or in writing.
 - Opportunity must be provided for parent to discuss suspension.
- For serious breaches of school discipline suspension is immediate.

STAGE 7 EXCLUSION

This matter will be dealt with according to Regulations as it is outside the control of the school. Teacher records will be called upon in preparing a report to the exclusion panel.

CASE MANAGEMENT TEAM

Is this going to include the Behaviour Committee Team. An individual management team will be established to manage severe or on-going discipline problems. The team may include; the Principal, School Psychologist, Deputy Principals (appropriate to the case), class teacher and others with expertise, for example, parent/s, nurse and past teachers. The team will be convened on the recommendations of two of the following: teacher, psychologist or the Principal. In each case the Principal is to be advised. The Case Manager's task is to convene meetings, make on-going records, liaise with all concerned and follow through recommendations with the student.

ON GOING REVIEWS

The staff will review the Behaviour Management Plan as it is required. It is important that all staff should be professionally developed on this plan at the beginning of each school year.

- School Wide Behaviour Expectations (SWBE). Committee is re-established annually, with ongoing planning for implementation and review of SWBE.
- Annual collection of SET and EBS data to reflect trends and progress within the school.
- Ongoing collection of data for student behaviour and review of this data each term, selecting trends and basing action on data interpretation.
- Dissemination of this information to all staff.
- Dissemination of information to parents i.e p&c meetings, websites, newsletters, school council.



SWBE and SOCIAL SKILLS

- Friendly Schools Program – implementation 2012
- Social Skills taught through SWBE.
-

PARENTS: STEPS TO TAKE IF YOU ARE CONCERNED ABOUT SAFETY:

- Talk to your child and let them know that you can help them to resolve the issue. This includes getting a clear understanding of what happened and talking to the teacher. Provide helpful strategies to your child including telling them to check their own responses so that they can determine whether they are contributing to the conflict in some way. An assertive way is best as a way to communicate rather than being aggressive or passive in response. They can also seek help / support from adults at the school such as class teacher, duty teacher, chaplain or Administration.
- Inform the classroom teacher of your concerns and follow up to see what action has been taken.
- If the issue continues to be a concern, contact the Deputy or the Principal. S/he Will follow up and collect all the available information. Actions will be developed and communicated with parents. Follow with all students involved and monitoring after the event. Restorative Justice session may be used with students.

Assertive Responses

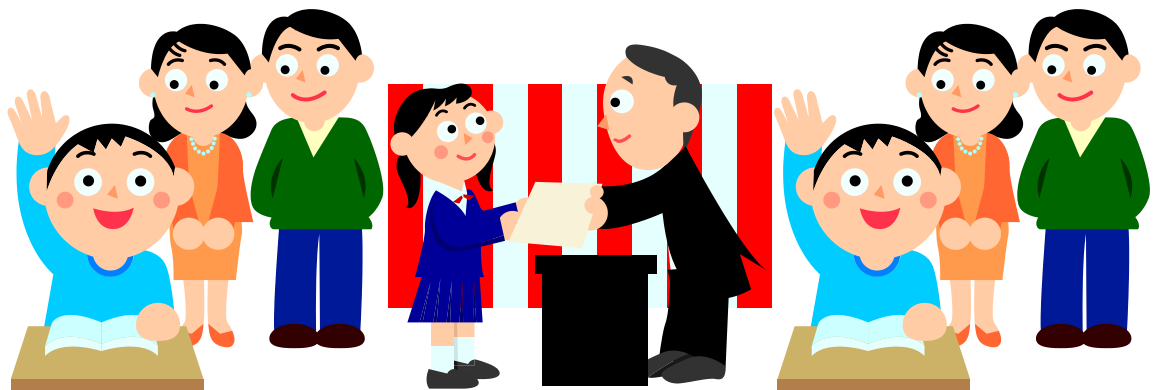
You can tell someone to stop bullying by staying cool. Stand tall and tell them to stop.

Do's

- ⌘ Stay cool
- ⌘ Stand tall
- ⌘ Say their name (if you know it)
- ⌘ Look in their eyes
- ⌘ Stay in control of yourself
- ⌘ Say firmly, and in a slightly louder voice something like “No more”
- ⌘ If they do it again, tell them more firmly to cut it out
- ⌘ If they keep doing it you can:
 - ignore them
 - walk away
 - ask an adult to support you if you feel you are in danger. Do this only as a last resort.

Don'ts

- ⌘ Don't get aggro
- ⌘ Don't argue with them
- ⌘ Don't annoy them back
- ⌘ Don't smile
- ⌘ Don't use a whingeing tone of voice
- ⌘ Don't try to get them into trouble



WHOLE SCHOOL CLASSROOM RULES.

To have a healthy happy classroom the following points need to be remembered.

- Be consistent and expressed in positive terms.
- Give frequent positive verbal praise to all students. Ratio of 5 positives to 1 negative
- Teach social skills by modelling these behaviours i.e. Greet students and being polite using manners
- Promote a positive class environment. Use the language of choice.
- Foster self-esteem.
- Keep rules to a minimum.
- Rules are displayed in the classroom and linked to our Code of Conduct.



APPENDIX 3



STUDENT BEHAVIOUR

IBP's reflect this process.
Process is valid for a two week period from first infringement.



Monitored in class using Canter method as stated in current BMP. Student behaviour tracked using agreed or preferred tracking/monitoring sheet. BMP Positive Rewards.

Canter Method

1. Verbal Warning
2. Name on Board
3. Tick
4. Isolation in class
5. Buddy class with Think Sheet and Buddy Class Information Details

TEACHER MANAGEMENT
MINOR breach of behaviour code.
Refer to definitions.

1st Minor Breach of Behaviour Form

- Further breach of behaviour following implementation of Canter approach in the classroom, or for minor playground behavioural issues.
- Documented phone contact with Parents to advise of blue form.

2nd Minor Breach of Behaviour Form

- Documented face to face scheduled meeting with parent with an agreed action plan at classroom level.

3rd Minor Breach of Behaviour Form

- Documented three-way case conference with Parent, LSC and Classroom teacher.
- Formal Behaviour Management Plan formulated and implemented.

4th Incident fast tracked to Admin with supporting documentation.

ADMIN MANAGEMENT
MAJOR breach of behaviour code.
Refer to definitions.

1st Major Breach of Behaviour Form

- Documented Parent Phone Contact.
- Copy of yellow form to Teacher.

2nd Major Breach of Behaviour Form

- Parent Contacted and formal documented interview: Case Conference with Admin, Parent, Teacher LSC, and Psych.
- Referral to outside agencies if necessary (discretion of admin and case management team)

3rd Major Breach of Behaviour Form

- Suspension

At the discretion of Admin, consequences may include:

- Withdrawal from classes
- Altered break times
- Restricted play areas
- IBP established with parents and case conference team

Severe Clause - If a student's behaviour is defined as severe (as per guidelines) then the above stages may be bypassed and suspension may be immediately issued by admin.

Behaviours warranting suspension include:

- Deliberate and Severe Verbal and/or Physical aggression towards staff and/or other students
- Wilful damage
- Substance Misuse
- Illegal substance offence
- Possession of a weapon (Knife etc)

Parents must accompany student upon return to school from suspension. Student will remain in internal isolation until parent attends.

NOTE: During Handover, Classroom, Specialist and Relief Teachers are required to notify each other of behavioural incidents, to ensure consistency of Behaviour Management.

Name: _____ Date of incident: _____ Year Level: _____ Time of incident: _____ am / pm

Others involved in incident: None Peers Staff Teacher Relief Unknown Other

Reason for Notification	Location		Possible Motivation
<input type="checkbox"/> N1 Physical assault or intimidation of staff <input type="checkbox"/> N2 Verbal abuse or harassment of staff <input type="checkbox"/> N3 Physical assault or intimidation of other students <input type="checkbox"/> N4 Verbal abuse or harassment of students <input type="checkbox"/> N5 Wilful offence against property <input type="checkbox"/> N6 Violation of School Code of Conduct, behaviour management plan, class or school rules <input type="checkbox"/> N7 Substance misuse or abuse <input type="checkbox"/> N9 Negative behaviour - other	<input type="checkbox"/> In Class <input type="checkbox"/> Form Room <input type="checkbox"/> Library <input type="checkbox"/> Music <input type="checkbox"/> Art <input type="checkbox"/> LOTE <input type="checkbox"/> Computer Lab <input type="checkbox"/> Science/T&E room <input type="checkbox"/> Sport/PE <input type="checkbox"/> Other _____	<input type="checkbox"/> Out of Class <input type="checkbox"/> Junior Toilets <input type="checkbox"/> Middle Toilets <input type="checkbox"/> Senior Toilets <input type="checkbox"/> Netball Court <input type="checkbox"/> Undercover Area <input type="checkbox"/> Nature Strip <input type="checkbox"/> Senior Play Equipment <input type="checkbox"/> Junior Play Equipment <input type="checkbox"/> K/PP Play Area <input type="checkbox"/> Senior Oval <input type="checkbox"/> Junior Oval <input type="checkbox"/> Gazebo Area <input type="checkbox"/> Bike Racks	<input type="checkbox"/> Obtain attention <input type="checkbox"/> Loyalty to friends <input type="checkbox"/> Emotional trigger <input type="checkbox"/> Avoid work or activities <input type="checkbox"/> Other _____ <input type="checkbox"/> Unsure

Teacher Decision / Consequences

<input type="checkbox"/> Referral to Administration <input type="checkbox"/> Problem solving with teacher <input type="checkbox"/> Classroom Detention with teacher <input type="checkbox"/> Loss of recess/lunch break <input type="checkbox"/> Recommended withdrawal from incursion/excursion	<input type="checkbox"/> Rubbish duty <input type="checkbox"/> Buddy Room – Reflection sheet <input type="checkbox"/> Parent Contact – phone <input type="checkbox"/> Parent contact – interview <input type="checkbox"/> Behaviour Contract	<input type="checkbox"/> Removal of relevant privileges <input type="checkbox"/> Writing an apology to person <input type="checkbox"/> Verbal apology to person <input type="checkbox"/> Recommended loss of faction badge/councillors badge
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Teacher Comment:

Teacher Signature: _____

Parent Comment:

Parent Signature: _____

Parents: Please return to school tomorrow. Thank you.

NOTIFICATION OF MAJOR BREACH OF BEHAVIOUR

Majors are office-managed discipline incidents that require out of classroom support and are handled by the administration.

Name: _____ Date of incident: _____ Year Level: _____ Time of incident: _____ am / pm

Others involved in incident: None Peers Staff Teacher Relief Unknown Other _____

Reason for Notification	Location		Possible Motivation
<input type="checkbox"/> N1 Physical assault or intimidation of staff <input type="checkbox"/> N2 Verbal abuse or harassment of staff <input type="checkbox"/> N3 Physical assault or intimidation of other students <input type="checkbox"/> N4 Verbal abuse or harassment of students <input type="checkbox"/> N5 Wilful offence against property <input type="checkbox"/> N6 Violation of School Code of Conduct, behaviour management plan, class or school rules <input type="checkbox"/> N7 Substance misuse or abuse <input type="checkbox"/> N9 Negative behaviour - other	<input type="checkbox"/> In Class <input type="checkbox"/> Form Room <input type="checkbox"/> Library <input type="checkbox"/> Music <input type="checkbox"/> Art <input type="checkbox"/> LOTE <input type="checkbox"/> Computer Lab <input type="checkbox"/> Science/T&E room <input type="checkbox"/> Sport/PE <input type="checkbox"/> Other _____	<input type="checkbox"/> Out of Class <input type="checkbox"/> Junior Toilets <input type="checkbox"/> Middle Toilets <input type="checkbox"/> Senior Toilets <input type="checkbox"/> Netball Court <input type="checkbox"/> Undercover Area <input type="checkbox"/> Nature Strip <input type="checkbox"/> Senior Play Equipment <input type="checkbox"/> Junior Play Equipment <input type="checkbox"/> K/PP Play Area <input type="checkbox"/> Senior Oval <input type="checkbox"/> Junior Oval <input type="checkbox"/> Gazebo Area <input type="checkbox"/> Bike Racks	<input type="checkbox"/> Obtain attention <input type="checkbox"/> Loyalty to friends <input type="checkbox"/> Emotional trigger <input type="checkbox"/> Avoid work or activities <input type="checkbox"/> Other _____ <input type="checkbox"/> Unsure

Administrative Decision / Consequences		
<input type="checkbox"/> Referral to Behaviour Team <input type="checkbox"/> Referral to External services <input type="checkbox"/> Problem Solving with student <input type="checkbox"/> Office Detention – Recess or Lunch <input type="checkbox"/> In school withdrawal	<input type="checkbox"/> Suspension <input type="checkbox"/> Withdrawal from incursion/excursion <input type="checkbox"/> Parent contact – phone <input type="checkbox"/> Parent contact – interview <input type="checkbox"/> Behaviour Contract	<input type="checkbox"/> Removal of relevant privileges <input type="checkbox"/> Loss of faction badge/councillors badge <input type="checkbox"/> Verbal apology to person <input type="checkbox"/> Written apology to person

Admin Comment:

Admin Signature: _____

Parent Comment:

Parent Signature: _____

Parents: Please return to school tomorrow. Thank you.

MINOR (Staff Managed)	MAJOR (Office-managed or crisis)
N1 Physical assault or intimidation of staff.	
Physical Contact/Physical Aggression <i>Student engages in non-serious, but inappropriate physical contact.</i> <ul style="list-style-type: none"> • shrugging shoulders • eye rolls • slap paper down on desk • pushing past adults 	Physical Contact/Physical Aggression/Intimidation of Staff <i>Student engages in serious physical contact.</i> <ul style="list-style-type: none"> • strikes a staff/community member (Hand, feet or object) • uses aggressive body language/intimidation • stalking
N2 Verbal Abuse or Harassment of staff.	
Inappropriate Language <i>Student engages in low-intensity/level instance of inappropriate language to staff/community member.</i> <ul style="list-style-type: none"> • calling out constantly • answering back • minor/low frequency incidents of name calling 	Abusive Language/Inappropriate Language/Profanity. <i>Student intentionally directs abusive verbal language to staff/community member.</i> <ul style="list-style-type: none"> • swearing • use of words in an inappropriate way • more serious incidents of name calling • sexual innuendo • racist comments
	Harassment/Bullying <i>Student delivers disrespectful messages* (verbal or gestured) to a staff/community member.</i> <ul style="list-style-type: none"> • making threats • obscene/offensive gestures, pictures or written notes. • incites other students not to comply • verbal intimidation
N3 Physical assault or intimidation of other students.	
Physical Contact <i>Student engages in low level/intensity physical contact or contact is accidental.</i> <ul style="list-style-type: none"> • student hits/trips another student by accident • student hits student with stick/ball/honky nut etc • pushing others in or out of class 	Fighting/Physical Aggression <i>Student engages in actions involving serious, deliberate physical contact where injury may occur.</i> <ul style="list-style-type: none"> • hitting with an object • hitting, punching, kicking, hair pulling, scratching, etc • throwing an object with intention to hurt
Use/Possession of Weapons <i>Student is in possession low level weapons that are dangerous but lower risk of causing bodily harm.</i> <ul style="list-style-type: none"> • using a hand made projectile (elastic bands, pen casing etc) • throwing honky nuts/ play fighting with sticks 	Use/Possession of Weapons <i>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing serious bodily harm.</i> <ul style="list-style-type: none"> • bringing a knife or other weapon to school.** • threatening students with a weapon.** • bringing a pocket knife to school.
N4 Verbal Abuse or harassment of other students.	
Inappropriate Language <i>Student engages in low-intensity instance of inappropriate language.</i> <ul style="list-style-type: none"> • Low level teasing, name calling etc e.g. “four eyes” • Low level bad/inappropriate language (as a result of being hurt etc) 	Abusive Language/Inappropriate language/Profanity. <i>Student delivers verbal messages to students that include swearing, name calling or use of words in an inappropriate way.</i> <ul style="list-style-type: none"> • comments/innuendo of a sexual nature • swearing • more serious, ongoing incidents of name calling
Name Calling/Teasing <i>Student engages in low level/low intensity instances of name calling and teasing</i> <ul style="list-style-type: none"> • using nick names • excluding from games • low intensity teasing • bystander behaviour 	Harassment/Bullying <i>Student delivers disrespectful messages* (verbal or gestured) to another student.</i> <ul style="list-style-type: none"> • threats and intimidation e.g threatening another student with family members, threatening to fight after school. • making obscene gestures • passing pictures or written notes including messages of a sexual nature.
N5 Wilful offence against property.	
Property Misuse/ Damage. <i>Student engages in low-intensity misuse/damage of property.</i> <ul style="list-style-type: none"> • going in bag/tray of another student • touching items on teacher’s desk • taking small school items e.g. balloons, elastic bands • minor acts of vandalism - writing on desk, other student’s books, damaging trees/shrubs • urinating in any area other than the toilet • standing on toilet/toilet roll holder • littering • drawing on books and personal items • destroying books and personal items 	Property Misuse/ Damage/Vandalism/ Arson. <i>Student engages in serious misuse/disfigurement /destruction of property.</i> <ul style="list-style-type: none"> • repeated stealing • stealing large school items e.g. computers • entering school grounds and causing damage to property out of hours. • damaging student bikes/teachers’ cars • serious acts of vandalism/graffiti • arson • defecating in any area other than the toilet

N6 Violation of school Code of Conduct, behaviour management plan, class or school rules.	
<p>Defiance/Disrespect/Non-compliance. <i>Student engages in brief or low-intensity failure to respond to adult requests.</i></p> <ul style="list-style-type: none"> • refuses to follow directions • answering back • not following whole school expectations • riding bikes, scooters etc in school grounds • arriving late to class • drawing on themselves • playing in toilets/looking over a cubicle 	<p>Defiance/Disrespect/Insubordination/Non-Compliance. <i>Student engages in prolonged or high-intensity failure to respond to adult requests.</i></p> <ul style="list-style-type: none"> • repeated refusal to follow directions after teacher intervention • continuously back chatting • walks out of the room without permission and refuses to return • delivers socially rude interactions • not following behaviour contract
<p>Disruption <i>Student engages in low-intensity, but inappropriate disruption.</i></p> <ul style="list-style-type: none"> • loud talk/noises • out of seat behaviour • arguing with another student • throwing an object in the classroom 	<p>Disruption. <i>Student engages in behaviour causing serious and ongoing interruption in a class or activity.</i></p> <ul style="list-style-type: none"> • sustained loud talk, yelling, screaming or noises. • noise with materials. • sustained out-of seat behaviour. • sustained arguing with another student. • throwing object around the classroom/knocking over furniture.
<p>Dress Code Violation <i>Students wears clothing that is neat, but not within, the dress code guidelines defined by the school.</i> (Follow school uniform procedure)</p>	<p>Dress Code Violation. <i>Student wears clothing that does not fit within the dress code guidelines practiced by the school.</i> (Follow school uniform procedure)</p>
<p>Lateness to school <i>Student arrives at school after the morning siren.</i> (Follow school attendance procedure)</p>	<p>Truancy <i>Student leaves or misses school without permission.</i> (Follow school attendance procedure)</p>
<p>Technology Violation – Cyber Safety <i>Student engages in non-serious but inappropriate use of mobile, music/video players, camera, and/or computer</i> (Refer: Computer Code of Conduct/ Mobile Policy.)</p>	<p>Technology Violation – Cyber Safety <i>Student engages serious use of mobile, music/video players, camera, and/or computer.</i></p> <ul style="list-style-type: none"> • taking photos of students • purposefully damaging ITC's • sending harassing/obscene sms' • cyber bullying. <p>(Refer: Computer Code of Conduct/ Mobile Policy.)</p>
<p>Inappropriate Location/Out of Bounds Area <i>Student enters an area of the school where they do not have permission</i></p> <ul style="list-style-type: none"> • wrong/out of bounds play area • not in classroom before school • in a classroom without permission /supervision • not in correct area when eating • not sitting on bench before 8.30am • on school grounds before/after school 	<p>Inappropriate Location/Out of Bounds Area <i>Student enters an area of the school where they do not have permission or leaves the school grounds placing themselves in danger/risk.</i></p> <ul style="list-style-type: none"> • leaving the school grounds without permission • climbing up a tree/on roof etc
N7 Substance misuse or abuse.	
<p>Use/Possession of non permitted substances <i>Student is in possession of substances not permitted at school</i></p> <ul style="list-style-type: none"> • bringing chewing gum to school. • medication at school – not following policy 	<p>Use/Possession of Tobacco/Drugs <i>Student is in possession of substances not permitted at school.</i></p> <ul style="list-style-type: none"> • bringing cigarettes or alcohol to school. • misuse of prescription medication. ** • in possession of or using illegal drugs/substances. **
N9 Negative behaviour.	
<p>Other. <i>Student engages in any other minor problem behaviours that do not fall within the above categories.</i></p>	<p>Other. <i>Student engages in any other serious problem behaviours that do not fall within the above categories.</i></p>

* Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters



FORRESTFIELD PRIMARY SCHOOL

Buddy Class Reflection Sheet

Student Name: _____ Date: _____

1. Right now I feel . . .



2. What did you do? Draw a picture and write one sentence.

3. Which school rule did you break? I was not being . . .

- Respectful Responsible Safe

4. Who was hurt or upset by your actions?

- Another Child Another Adult
 Brother / Sister Parent
 Teacher Other _____

5. The other person you hurt might feel?



6. What could you have done differently?

- Tell a teacher Ask the person to stop
 Say sorry if I hurt the other person Go to a safe place
 Sit with someone else Listen to the other person
 Other _____

7. What could you do to make things better? Draw a picture and write one sentence.





FORRESTFIELD PRIMARY SCHOOL

Buddy Class Reflection Sheet



Student Name: _____ Date: _____

1. Right now I feel . . .



2. What did you do?

3. Which school rule did you break? I was not being . . .

- Respectful Responsible Safe

4. Who was hurt or upset by your actions?

- Another Child Another Adult
 Brother / Sister Parent
 Teacher Other _____

5. The other person you hurt might feel?



6. What could you have done differently?

- Tell a teacher Ask the person to stop
 Say sorry if I hurt the other person Go to a safe place
 Sit with someone else Listen to the other person
 Other _____

7. What could you do to make things better?

8. Now I feel . . .

