



# Code of Conduct, Behaviour Management & Anti-Bullying Policies

2018

# Code of Conduct Policy and Procedures

## Core Belief

Belmont Primary School is committed to providing a safe, supportive, caring, inclusive environment in which individuals feel a sense of belonging within a culture of community. Courtesy, respect, fairness and tolerance are all promoted. Staff, students and parents work in partnership in order to assist students to achieve their academic potential, develop independence and autonomy through socialisation and take personal responsibility for their actions and behaviours. All community members take responsibility for our school environment and demonstrate a pride in our school.

## Code of Conduct

**Students** aim to reach their potential as learners. All students respect the rights of other learners and teachers to work without disruption. Students treat all others with courtesy, respect and tolerance and are accepting of individual difference.

**Students** take responsibility for and accept the consequences of their actions.

**Parents** are the key to their children's educational achievements. They need to be partners with the school staff, in their learning and behaviour management. The school values courtesy, respect and tolerance for all school community members. Regular communication with staff is important to ensure student success. Appointments need to be made in order to see staff. Parents must be able to be contacted by telephone or email, and inform office of any contact changes. All visitors must go to the office first when wishing to contact staff and students. Parents must inform the school when their child is absent, giving an explanation for the absence.

**Staff** will comply with the Department of Education's Code of Conduct. The actions of staff will be in accordance with the Department's values that reflect social responsibilities owed to students, parents, care-givers and other community members.

These values are:

- **Excellence:** reflecting high expectations of self and students.
- **Equity:** where different circumstances and the needs of others are recognised.
- **Care:** fostering a positive relationship with students based upon trust, mutual respect and acceptance of responsibility.
- **Learning:** modelling and developing in students, a positive approach to learning.

## Promoting a Safe Learning Environment

### Student's Role:

- Treating all others with the same courtesy and respect with which they would like to be treated.
- Taking ownership of their learning and behaviour and endeavouring to do their best at all times.
- Being willing to have a go at activities and learn through their mistakes.
- Being self-confident but not aggressive when handling difficult situations.
- Informing a teacher if they or someone else is being bullied, and continuing to do so until the situation is resolved.
- Expressing a pride in self, their class and school.

### Teacher's Role:

- Sharing and communicating with all stakeholders, their beliefs about learning, teaching and managing student behaviour, (through ongoing reflective practice).
- Promoting the school Code of Conduct.
- Promoting, teaching and modelling the core values of respect, courtesy and tolerance and positive behaviour, within an inclusive environment.
- Providing a strong instructional program which engages and challenges students.
- Embedding values education in all school programs.
- Treating all students in a fair and consistent manner in accordance with the Behaviour Management Policy.

### Parent's Role:

Being active partners in association with teachers in supporting children's attendance at school and their learning and behaviour management.

## **What Belmont Primary School Staff do to Promote the Engagement of Students:**

- Providing a relevant, inclusive education for students in accordance with the principles of the Curriculum Framework.
- Implementing positive management strategies in the classroom.
- Focusing on maintaining and enhancing each student's self-esteem, emotional well-being and dignity, through increasing their ability to succeed.
- Implementing fair and consistent classroom strategies.

## **Systems in Place to Promote Positive Engagement and Social/Emotional Well-Being:**

- Anti-Bullying Program
- You Can Do It
- Friendly Kids Awards
- Bounce Back
- Kids Matter Program
- In Class Rewards
- Buddy Class Activities
- Student Services" Support (School Psychologist, Aboriginal and Islander Education Officer, Learning Support Coordinator, School Chaplain.)
- Values Program
- Student Councillor Roles
- Aussie of the Month Awards (each Assembly– based on Gold Cards.)
- Rewards for children who have 100% attendance during the term
- Gold Card Awards
- End of Term Awards—
  - Citizenship—1st Term;
  - Academic; Work Improvements— 2nd & 4th Terms
  - Sportsmanship; Athletic Ability– 3rd Term

# Behaviour Management Policy

- Belmont Primary School is committed to the purpose that on completing primary school education, our students have had opportunities to develop their physical, social, emotional and cognitive skills.
- There is a strong sense of community and emphasis is placed on the values of courtesy, respect, fairness, tolerance and responsible behaviour.
- Belmont Primary School fosters a mutually caring and supportive environment for children, parents and staff.

## Our Beliefs

Our BMIS Policy is based on the following philosophy:

1. Teachers, parents and students have rights and responsibilities.
2. A consistent, fair, firm, yet positive approach to discipline is required throughout the whole school.
3. Our Code of Conduct should be explicit and understood by all stakeholders.
4. The school community will be provided with opportunities to provide input into the development and review of our BMIS Policy and its procedures.
5. When dealing with misbehaviour, actions taken will preserve the dignity and self-worth of all individuals, acknowledging the problem lies with the behaviour, not the person.

Our BMIS Policy is based on:

1. Mutual respect—respecting others, valuing difference and collaboration.
2. Safety—learning and playing safely
3. Acknowledgement—recognising positives and rights of others
4. Excellence—setting high yet achievable goals, working for improvement.

## Rights and Responsibilities

### Staff Rights:

- To teach in a safe, secure and clean environment.
- To be treated with respect, courtesy, honesty and appreciation.
- To teach in a purposeful and non-disruptive environment.
- Support and co-operation from other staff, parents and students.

### Staff Responsibilities:

- Model respectful, courteous, tolerant and positive behaviour.
- Discuss and display rules, rights and responsibilities, and consequences regularly.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive and trusting relationships with students.
- Show appreciation to students, staff and parents.
- Plan and develop engaging and challenging learning programs which encourage children to do their personal best.
- Teach skills and understandings to promote safety and which counter violence and bullying.
- Teach positive, acceptable social and emotional skills.
- Promote positive behaviour through the use of praise and other rewards/awards.
- Encourage the use of problem solving to resolve behavioural issues and remind students of their choice of behaviour and subsequent consequences.
- Mobilise bystanders and the peer group to support students who are bullied and to respond negatively to bullying behaviour.
- Provide playground supervision through the duty roster.
- Access support through the Learning Support Coordinator, administrative staff, the school psychologist and Chaplain.
- Create and implement Individual Behaviour Plans for students who have difficulty using appropriate behaviour in the classroom and/or playground.
- Consistently and fairly implement the school BMIS Policy.
- Record designated behaviour incidents on Integris.

## Rights and Responsibilities

### Student Rights:

- To learn in a purposeful and supportive environment.
- To work and play in a safe, secure, friendly and clean environment.
- To work and behave within clearly stated guidelines and expectations.
- To have ownership of their learning.

### Student Responsibilities:

- To ensure their behaviour is not disruptive to the learning of others.
- Ensure that their class/school environment is kept neat and tidy.
- Contribute to the safety and well-being of themselves and others.
- To acknowledge positives in others.
- To ensure they are punctual, polite and prepared.
- To follow class and school rules.
- To assume personal responsibility for their own learning performance and behaviour.
- To always try to do their best.
- To show respect, courtesy, tolerance and honesty towards others.

### Parent Rights:

- Respectful interaction in the school community.
- Be informed of procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters relating to their child's education.
- Be informed of strategies that could be used at home to reinforce or supplement the school program and expectations.

### Parent Responsibilities:

- To ensure that their child attends school regularly.
- To interact within the school community in a respectful manner.
- To ensure that their child is provided with the appropriate materials to make effective use of their learning environment.
- To support the school in providing a meaningful and adequate education for their child.
- To allow the school to deal with issues that occur at school, not contact other parents directly.
- To adhere to school policies in regards to Uniform, Healthy Foods and Medical requirements.

## Possible Positive Incentives

### Individuals:

- Verbal praise
- Students praise each other
- Making time to talk to each child every day
- Stickers/behaviour stamps.
- Special activities, eg Mystery News Bag, Cuddles the Bear
- Rewards
- Happy face on the Smiley Board
- Happy face—3 ticks, green note & prize draw
- Name on the '100 Chart'
- Raffle tickets / prize box
- Class Dojo
- Show special work to other teachers/Principal (passports)
- Warm Fuzzies
- Honour Certificates
- End of Term Citizenship Awards

### Class / Groups:

- Class work display in office
- Group points
- Class marble jar, etc.
- Cooking
- Faction tokens
- Excursions
- Sticker charts
- Games, eg silent ball
- Extra fitness activities
- Incursions

### Whole School:

- End of year whole school reward
- Faction points
- Attend extra curricular activities
- eg sports carnivals,
- excursions.
- incursions

These are **possible** incentives only—different classes may have different incentives / rewards according to their Class Behaviour Management process. All classes should use Whole School rewards.



## **Levels of Unacceptable Behaviour—Classroom**

### **Level 1:**

- Not being prepared for lessons
- Out of seat without permission
- Not following instructions
- Not listening
- Rocking on chair
- Making inappropriate noises, eg. tapping on desk, or clicking pens
- Refusing to work
- Arguing
- Back chatting
- Teasing
- Leaving the room without permission
- Chewing gum

### **Level 2: (Consequence—immediate referral to Administration)**

- Yelling
- Repeated Level 1 behaviours
- Throwing objects at others
- Swearing/Arguing directly at students or teachers
- Physical violence towards students or staff, eg hitting, kicking, pushing, slapping
- Stealing
- Bullying
- Damaging property
- Threatening violence
- Leaving school grounds without permission

Teacher discretion / judgment will be used in regards to Level 1 behaviours, taking into consideration individual children's background and understanding.

## Steps to Follow

### In Class:

STEP 1: Teacher proximity; private dialogue; call child's name; use of gesture, eg signal to begin with; planned ignoring; pause; praise others.

STEP 2: Teacher gives a verbal warning or visual clue. Reinforces expectations and consequences. Reminds child of class rules and choices.

STEP 3: Move student within class. If behaviour reaches step 3, then teacher completes Inappropriate Behaviour Slip for the classroom (see p18) and files it. Class Master Sheet is also completed to keep tally for informing parents. Parent contact about these sheets is detailed on p11.

STEP 4: Child sent to Buddy Class with Time Out sheet and class work for 15 minutes (if they go there by themselves), or 20 minutes (if they have to be escorted).

Child completes a behaviour reflection sheet (which will be sent home with a note of explanation for parents which they will sign and return). Child/teacher discussion at appropriate time as determined by teacher.

STEP 5: 15 minutes Lunch Detention is given or Community Service as determined and managed by class teacher. Time given for further reflection and discussion.

STEP 6: Referral to Administration for in-school isolation or suspension as determined by Deputy or Principal.

STEP 7: Individual Behaviour Plan (IBP) to be developed by class teacher for children who repeatedly break class/school rules—in consultation with child, Administration staff and parent.

### In the Playground:

STEP 1: Teacher proximity; private dialogue; call child's name; praise others.

STEP 2: If behaviour continues, speak to the person having problems:

- What happened?
- Has this happened before?
- How can you deal with it, or do you need help?
- Who can you play with?

STEP 3: Speak to the instigator and bystanders. Explain what behaviour is inappropriate and how this affected the child. Ask suggestions as to how they can help.

STEP 4: Walk & Talk with the instigator. Discuss the problem, what was wrong and what could be done. Reflection sheet to be completed at lunch time the following day. Warning—recorded on red behaviour slip and given to the Deputy who records incident and then gives slip to class teacher to keep on file.

\* All incidents of this nature are recorded in duty notebook by duty teacher and then on SIS by Deputy.

STEP 5: If a child received 3 warning slips for **minor** incidents in a term, they have a 10-minute detention at lunch time (on the day of the third offence).

STEP 6: Serious incidents receive immediate response—walk with duty teacher for rest of break time, or lunch-time detention. Administrative staff are called.

STEP 7: Once a pattern of inappropriate play behaviour is recorded, an IBP is drawn up.

## Parent Notification

1. Every Reflection Sheet will be sent home for parents to sign and return.
2. Every Detention letter generated on SIS will be sent home for parents to sign and return. (Detention slips will be filed by class teacher.)

**Should Behavioural Incidents only reach STEP 3 of process, parent notification will be as follows:**

Incidents	Level 1 (Minor)	Level 2 (Major)
5 per term	Phone call home	All Level 2 behaviour will result in Detention or in/out of school suspension as determined by Administrative staff in consultation with class teacher.
10 per term	Letter home	
15 per term	Letter home or request for parent interview	
20 per term	Letter home & 15 minute Lunch time Detention	Parents will be contacted by the Deputy Principal.

Students whose behaviour needs are not adequately met by the whole school support plan, will have an IBMP drawn up in consultation with the class teacher, parent and admin representative (Deputy or Principal)

This will be based on information received from the student and his/her parent(s) to inform the personalised behaviour support plan.

# Anti-Bullying Policy

## Rationale

To establish a policy on anti-bullying to complement the whole school Behaviour Management in School Program. The policy will be practical, effective and should meet the needs of the students so that:

- Everyone feels safe, valued and able to learn in a caring environment
- All staff are committed to putting an end to acts of bullying
- All parents are committed to supporting their children and the staff in their efforts to prevent bullying

## The school does not tolerate bullying or harassment because:

- No one deserves to be bullied, even if his/her behaviour is irritating or annoying

## Aims

- To prevent bullying
- To deal with bullying if it occurs, in accordance with our school BMIS Policy

## By

- Encouraging other positive and constructive ways to deal with irritating or annoying behaviours.
- Supporting the victims of bullying and Implementing strategies to change the behaviour of bullies.

## Definition

Bullying is the wilful conscious and repeated desire to hurt, threaten, frighten or embarrass someone else.

However, the term bullying should not be used when two students of approximately equal strength (physically or psychologically) are fighting or quarrelling.

“Playful teasing and the use of nicknames may be acceptable IF both parties are positive about the situation” (Griffiths, Training Package 2000)

Cyber Bullying is:

- The use of information and communication technologies such as e-mail, text messages, social media, instant messaging and websites to engage in the bullying of other individuals or groups.
- When this technology provides an alternative means for verbal, relational and psychological forms of bullying.

## **Types of Bullying**

- Physical Aggression
- The use of put-down comments or insults
- Negative name calling/teasing
- Damage to personal property
- Deliberate exclusion from activities
- The setting up of humiliating experiences

## **School Focus**

### **Prevention**

- Modelling (non bullying behaviour) positive and encouraging behaviour
- Use of Cooperative Learning and Conflict Resolution strategies
- Establishing a safe, happy, respectful environment for all school community members

### **Protective Processes**

- Regular monitoring of duty supervision areas
- Use of school agreement and continual reinforcement of responsibilities, rights and values
- Encouraging students to be open/honest – “A talking school”

### **Reactions**

- Whenever Bullying occurs use BMIS approach
- Investigating and acting on all Bullying incidents
- Using “No Blame” approach (especially for Bullies)

### **BMIS Approach**

1. Interview the victimised student. Seek an illustration of how the bullying affects them.
2. Speak with the group of students involved in the bullying and colluders or bystanders. Seek their empathy and suggestions.
3. Follow up: speak to students involved in the bullying individually about progress made.
4. Talk with the bullied student about progress.

**IT IS VERY IMPORTANT TO SEPARATE THE CHILD FROM HIS/HER BEHAVIOUR.**

## Responsibilities/Roles

### Student Responsibilities

- All students to behave in accordance with the school rules
- Children must report all incidents of alleged bullying to a teacher through “I Have a Problem Sheets” if unable to speak to the teacher (usually their class teacher, but if they are unavailable, another teacher, the Deputy or Principal)
- Children who witness an incident of bullying, **MUST** inform a teacher, otherwise they will be considered as having taken part in the Bullying as bystanders

### Teacher’s Responsibilities

- Teacher’s responsibilities are determined by DOE Central Office Policy and School Administration Staff
- Be committed to the School Anti-Bullying Policy
- Explain the Policy to class
- Listen to students
- Follow up student complaints
- Model behaviour that displays respect for others
- Record incidence of bullying. This record should describe action and follow-up action

### Parent’s Role

- To take an active interest in the child’s activities in and out of school
- To support their children in the understanding of what bullying is
- To assist in their children’s development of confidence, self-esteem and problem solving skills so that they are less likely to be either a victim of bullying or a bully
- To watch for signs that may indicate your child is being bullied eg
  - Unwillingness to attend school
  - Onset of headaches/stomach aches
  - Bruising
  - Missing Property
  - Damaged clothing/property
  - Request for extra pocket money
- To inform their child’s teacher, Deputy or Principal if their children have been bullied.

NB: It is **not appropriate** to approach other children or their parents in an attempt to solve a school issue as this runs counter to the “No Blame” approach.

## Responses to Bullying

### Students

You CAN control what happens

- Do not retaliate with physical action or verbal abuse
- Ignore it. Be resilient by showing that it does not upset you. The bully is then not encouraged and may stop.
- Confront the person bullying you. Tell them their actions are unwanted. Remind them that the school has a Policy against bullying. (depends on confidence of child)
- Report the incident when it occurs to your class teacher, Deputy or Principal. It is important to talk about what happens
- Remember, knowing that you can do something about Bullying does make a difference.

### Teachers

- Take charge of situation. (Reacting emotionally may add to bully's fun and give the bully control of the situation)
- Take the incident or report seriously
- Establish that the incident is bullying
- Take action as soon as possible. (Use "No Blame" approach and separate children from their behaviour). Consider whether action needs to be public or private (treating each incident on basis of which students are involved).
- Reassure the victim(s). Don't make them feel inadequate or foolish. (ask RUOK)
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully to see the victim's point of view
- Apply sanctions if appropriate or refer to Administrative Staff
- Inform colleagues if incident arose out of a situation where everyone should be vigilant (eg Unacceptable behaviour in toilets)

Incidents that occur at school will be treated using the **No Blame Approach**. The steps are:

1. Offer to support the child while they deal with the issue, if required. Document the issue and give to the class teacher. All bullying incidents need to be documented in case there is a pattern of repeated behaviour that needs dealing with at a different level. Talk to the student who was bullied, on their own. Ask the following types of questions to show the child you are interested in supporting them:
  - How do you feel about what happened?
  - Why do you think they did this to you instead of someone else?
  - Are you normally friends?

- Has this happened before? What have you tried in the past? Did it work?
  - What else can you try?
  - Who can you play with to feel safe?
  - Are you able to solve the problem yourself, or do you need my help?
2. Speak with the students involved—those bullying, colluders and bystanders. Explain what behaviour was inappropriate and how the child was feeling because of it. Seek their empathy and suggestions on how they can help.
  3. Follow up by speaking to the students directly involved in the bullying. Check on the progress made.
  4. Record the incident on a red slip, which is given to the class teacher. This is a warning for the person demonstrating the bullying behaviour that they are not to repeat it. Two warnings in a term results in a lunch detention. If the behaviour is physical, eg punching, **then it is immediate consequence.**

## Consequences for Bullying Behaviour

- Isolate the Bullying behaviour by removing the Bully from the situation
- Discuss the issue with the Bully
- Warning and counselling by Administration Staff
- Inform parents to discuss the problem and outline what will follow if offences continue
- Withdrawal for one lunch time
- Withdrawal for two lunch times
- In school suspension for half day
- In school suspension for one day



# A School / Classroom Agreement

- I have the right to be treated with respect and kindness. This means that nobody will laugh at me, ignore me or hurt my feelings.
- I have the right to be me. This means that nobody will treat me unfairly because of my interests or that I am a boy or a girl, fat or thin, fast or slow, or have a different skin colour.
- I have a right to be safe. This means no one will hit me, kick me, push me, taunt me with words or hurt me in any way.
- I have a right to be valued and respected for my individual strengths and weaknesses.
- I have the responsibility to treat everyone else with respect, kindness and consideration that I want whether or not I actually receive the same.
- I have the expectation that if I do not honour all matters in the agreement then consequences for my behaviour will follow as will consequences follow for others behaviours.

## Inappropriate Behaviour Slip for the Classroom

<p><b>Name</b></p> <p><b>Teacher</b></p> <p><b>Behaviour</b></p> <p><b>Level 1—Steps 1-4</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Late to class after recess/lunch</li> <li><input type="checkbox"/> Not being prepared for lessons</li> <li><input type="checkbox"/> Out of seat without permission</li> <li><input type="checkbox"/> Not following instructions</li> <li><input type="checkbox"/> Not listening</li> <li><input type="checkbox"/> Rocking on chair</li> <li><input type="checkbox"/> Making inappropriate noises—eg tapping on desk</li> <li><input type="checkbox"/> Teasing</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swearing</li> <li><input type="checkbox"/> Physical violence towards students or staff—eg hitting, kicking, pushing, slapping, throwing objects (this includes threat of violence)</li> <li><input type="checkbox"/> Stealing/invasion of personal property</li> <li><input type="checkbox"/> Defiance (arguing with/back-chatting teacher)</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Vandalism</li> <li><input type="checkbox"/> Leaving classroom/school grounds without permission</li> <li><input type="checkbox"/> Repeating Level 1 offence after being reminded of choices and consequences</li> </ul>	<p><b>Room</b></p> <p><b>Date</b></p> <p><b>Action</b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher proximity; private dialogue; call child's name; use of gesture; praise others (Step 1)</li> <li><input type="checkbox"/> Teacher gives a verbal warning or visual clue. Reinforces expectations and consequences. Reminds child of class rules and consequences (Step 2)</li> <li><input type="checkbox"/> Move student within class (step 3)</li> <li><input type="checkbox"/> Sent to Buddy Class and completes Behaviour Reflection Sheet. Child/teacher discussion. (Step 4)</li> <li><input type="checkbox"/> 15-minute Lunch Detention or Community Service (Class teacher to manage)</li> <li><input type="checkbox"/> Sent to office (Step 5)</li> <li><input type="checkbox"/> IBP drawn up by class teacher for children who repeatedly break school rules—in consultation with child, Administration staff and parents.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All Level 2 behaviour will result in Detention or in/out of school suspension as determined by Administrative staff in consultation with class teacher. Parents will be contacted by the Deputy Principal. (Step 5)</li> </ul>
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## Inappropriate Behaviour Slip for the Playground

<p><b>Name</b></p> <p><b>Teacher</b></p> <p><b>Behaviour</b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No hat</li> <li><input type="checkbox"/> Littering</li> <li><input type="checkbox"/> Running in the hallways</li> <li><input type="checkbox"/> In classroom without a teacher</li> <li><input type="checkbox"/> Playing in out-of-bounds areas</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swearing directly at students or teachers</li> <li><input type="checkbox"/> Physical/verbal violence towards students or staff—eg hitting, kicking, pushing, slapping, throwing objects (This includes threat of violence)</li> <li><input type="checkbox"/> Stealing/invasion of personal property</li> <li><input type="checkbox"/> Bullying</li> <li><input type="checkbox"/> Vandalism</li> <li><input type="checkbox"/> Leaving school grounds without permission</li> <li><input type="checkbox"/> Defiance (arguing with/back-chatting teacher)</li> </ul>	<p><b>Room</b></p> <p><b>Date</b></p> <p><b>Action</b></p> <p><b>Level 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher proximity; private dialogue; call child's name; use of gesture; praise others (Step 1)</li> <li><input type="checkbox"/> Teacher gives a verbal warning or visual clue. Reinforces expectations and consequences. Reminds child of school rules. (Step 2)</li> <li><input type="checkbox"/> Sit in isolation (eg on bench for 5 minutes (Step 3)</li> <li><input type="checkbox"/> Walk with Duty Teacher (Step 3)</li> <li><input type="checkbox"/> 10-minute Detention (completing Reflection Sheet (Step 4)</li> <li><input type="checkbox"/> Sent to office (Parents notified). (Step 5)</li> <li><input type="checkbox"/> IBP drawn up by class teacher for children who repeatedly break school rules—in consultation with child, Administration staff and parents.</li> </ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All Level 2 behaviour will result in Detention of in/out of school suspension as determined by Administrative staff in consultation with class teacher.</li> </ul> <p>Parents will be contacted by the Classroom teacher or Deputy Principal.</p> <p>(Step 5)</p>
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WHAT COLOUR IS YOUR BEHAVIOUR?	WHY?	REWARD / CONSEQUENCE
<b>GREEN</b>	LISTENING TO THE TEACHER WORKING QUIETLY RAISING HAND TO SPEAK USING MANNERS FINISHING WORK FOLLOWING INSTRUCTIONS	<ul style="list-style-type: none"> <li>◇ CLASS REWARDS</li> <li>◇ PRINCIPAL PASSPORT</li> <li>◇ GOLD CARDS</li> </ul>
<b>ORANGE – LEVEL 1</b>	LATE TO CLASS AFTER RECESS/LUNCH  UNPREPARED FOR LESSONS  OUT OF SEAT WITHOUT PERMISSION  NOT FOLLOWING INSTRUCTIONS  NOT LISTENING  ROCKING ON CHAIR  MAKING INNAPROPRIATE VERBAL/ PHYSICAL NOISES  TEASING  CHEWING GUM	<p style="text-align: center;"><b>STEP 1</b></p> <ul style="list-style-type: none"> <li>○ STUDENT PLACES NAME ON STEP 1</li> <li>○ TEACHER PROXIMITY, PRIVATE DISCUSSION</li> </ul> <hr/> <p style="text-align: center;"><b>STEP 2</b></p> <ul style="list-style-type: none"> <li>○ VERBAL WARNING OR VISUAL CLUE</li> <li>○ STUDENT MOVES NAME DOWN TO STEP 2</li> <li>○ REINFORCE EXPECTATIONS AND CONSEQUENCES</li> </ul> <hr/> <p style="text-align: center;"><b>STEP 3</b></p> <ul style="list-style-type: none"> <li>○ STUDENT MOVES NAME DOWN TO STEP 3</li> <li>○ MOVE STUDENT WITHIN THE CLASS</li> </ul> <hr/> <p style="text-align: center;"><b>STEP 4</b></p> <ul style="list-style-type: none"> <li>○ STUDENT MOVES NAME DOWN TO STEP 4</li> <li>○ STUDENT SENT TO BUDDY CLASS WHERE THEY WILL COMPLETE BEHAVIOUR REFLECTION SHEET</li> <li>○ STUDENT AND TEACHER DISCUSSION ON RETURN TO CLASS</li> </ul>
<b>RED – LEVEL 2</b>	SWEARING  PHYSICAL VIOLENCE TOWARDS STUDENTS OR STAFF – EG HITTING, KICKING, PUSHING, SLAPPING, THROWING OBJECTS (THIS INCLUDES THREATS OF VIOLENCE)  DEFIANCE – ARGUING WITH/BACK-CHATTING A STAFF MEMBER  BULLYING  VANDALISM  LEAVING CLASSROOM/SCHOOL GROUNDS WITHOUT PERMISSION  REPEATING LEVEL 1 OFFENCES AFTER BEING REMINDED OF CHOICES AND CONSEQUENCES	<p style="text-align: center;"><b>STEP 5</b></p> <ul style="list-style-type: none"> <li>○ STUDENT SENT TO OFFICE</li> <li>○ IMMEDIATE DETENTION OR IN/OUT OF SCHOOL SUSPENSION AS DETERMINED BY ADMINISTRATION STAFF IN CONSULTATION WITH CLASS TEACHER</li> <li>○ PARENTS CONTACTED BY PRINCIPAL</li> <li>○ STUDENT TO COMPLETE BEHAVIOUR REFLECTION SHEET</li> <li>◇ IN CONSULTATION WITH STUDENT, ADMIN STAFF AND PARENT/S TEACHER TO DRAW UP I BEHAVIOUR POLICY (IBP) FOR STUDENTS WHO REPEATEDLY BREAK SCHOOL RULES</li> </ul>