

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Our Behaviour management policy is based on principles of procedural fairness.

Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

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

Background:

In developing our whole school approach we have considered the importance of procedural fairness.

Procedural Fairness is concerned with the procedures used by a decision-maker, rather than the actual outcome reached. It requires a fair and proper procedure be used when making a decision.

Rowellyn Park Primary School acknowledges that:

- All staff need to afford students procedural fairness when administering discipline.
- Student management is aimed at providing a safe, caring and happy school environment in which students can learn and grow.
- Our behaviour management practices must not only demonstrate that there are consequences for unacceptable behaviour but be designed to help students become self-disciplined.
- The consequences of breaking the rules can range from minor punishments through to suspension and expulsion.

At Rowellyn Park we utilise:

- *Rowellyn Rulz*
- *Restorative Practices*
- *Positive Reinforcement*
- *Positive Behaviour in Schools' supports*
- *Stages of Behaviour Documents*
- *Staged Response documentation (DET)*
- *Student Engagement and Inclusion Guidelines*
- *Ministerial Order 625 Suspensions and Expulsions*

Shared Expectations

At Rowellyn Park Primary School we believe that the following expectations will be followed by all members of our school community, that is, principal class, teachers, school staff, students and parents/carers.

Expectation of parents and carers

- to ensure their children are at school regularly
- to ensure their children are at school on time each day
- to support the programs offered by the school
- to inform the school of issues that may affect their child
- to co-operate with requests from the school

Expectations of students

- to participate in the programs provided for them without distracting students from their work and teachers from teaching.
- to treat peers and teacher with respect
- to look after the school property and equipment
- to attend school regularly
- to be punctual each day
- to aim to follow the Rowellyn Rulz and demonstrate the 4 R's – Respect, Resilience, Responsibility and Resilience

Expectations of the Classroom Teacher

- to be mindful of the physical and psychological wellbeing of each child
- to provide an inclusive, engaging program for their students
- establish consistent classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour and attendance
- to consistently implement the following two documents: *“Rowellyn Rulz”* and the *“Stages of Behaviour”*.
- to be familiar with the schools Behaviour Policy and be consistent in its implementation.
- 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

Note: In serious or extreme circumstances the behaviour is to be referred immediately to the Principal Class.

Expectations of the Student Wellbeing Teacher

The Student Wellbeing Teacher is responsible for

- to assist in developing, implementing and evaluating the school's Student Engagement Policy Guidelines
- to promote and assist in the implementation of the "Rowellyn Rulz"
- to articulate high expectations of attendance to all members of the school community
- to organise attendance conferences and ensure the attendance proformas are completed.
- to follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- to develop prevention and early intervention programs and strategies that contribute to a positive school culture.
- to assist individual teachers in implementing positive behaviour support and restorative practices
- to assist in the development of Individual Behaviour Management plans for identified students
- to assist in the implementation of the Stages of Behaviour consequences and documentation
- to support teachers in the implementation of behaviour modification charts
- to liaison with relevant DEECD SSSO staff regarding students at risk
- to promote and assist teachers and staff in the use of restorative practices.

Expectations of the Assistant Principal

The Assistant Principal is responsible for:

- supporting both classroom teachers and Student Wellbeing Teacher in the overall management of student behaviours.
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- overseeing the implementation of Attendance and Behaviour Policy.
- to support the Principal in ensuring suspension and expulsions procedures are adhered to
- ensuring relevant DEECD policy is adhered to, in particular the [Student Engagement and Inclusion Guidance 2014](#)
- 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 in the development and implementation of the school's behaviour management policy and procedures
- the Principal is responsible for student suspensions and expulsions, and to ensure the Procedures for Expulsion are adhered to
- the Principal is ultimately responsible for ensuring all relevant DEECD policies and procedures are adhered to in the schools behaviour management policy and procedures, in particular the [Student Engagement and Inclusion Guidance DET](#)

School Action and Consequences

Our Student Wellbeing and Behaviour Management policies are designed to enhance the development of positive relationships between students, teacher, parents and other members of the school community, 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 co-operatively, 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 Rowellyn Park 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. That is

- 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 predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

School Wide Positive Behaviour Support

School Wide Positive Behavioral Interventions and Supports (PBIS) is a school wide program which aims to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy for helping all students achieve important social and learning goals. In the past, discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies, for example reprimands, loss of privileges, time out or suspensions.

Research has shown that the implementation of punishment, in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behaviour is an important step of a student's educational experience.

Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. We know that when good behavior and good teaching come together, our students will excel in their learning.

As a core component of our PBIS program, we will have established the 'Rowellyn Rulz' (See Appendix A) for the behavior we expect in all areas of our school. We explicitly teach these expectations to the students and reward them frequently with positive notes and prizes for their great behavior. The expectation for student behavior is clear in all playground areas, classrooms, specialist lessons and extra-curricular activities.

Our school rules specifically address bullying behaviors, provide for a safer school environment and give more time for instruction. By detailing every expected behavior and teaching to kids in a positive way, we will provide a common language for everyone in our building, including students, teachers, parents, front office staff and our paraprofessionals.

We believe that by helping students practice good behavior, 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 Rowellyn Park Primary School to promote and recognize positive behavior:

- **Student of the Week**
Each week, classroom teachers select one student from their grade as a form of positive recognition for their behavior and enthusiasm for learning each week. These students are then acknowledged at Monday morning assemblies
- **Specialist Awards**
Specialists provide awards for those classes who have shown cooperative responsible behaviours whilst in Specialist lessons, and these are then also presented at Monday morning assemblies
- **Yard Behaviour Raffle**
Teachers who are on Yard Duty give raffle tickets to students who are cooperative and caring individuals. 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 leadership team and the winners are announced at Monday morning assemblies, with the winning team receiving weekly and term incentives
- **Citizen of the Term**
Each term the classroom teachers nominate one student who has demonstrated exemplary behavior and a positive attitude as their 'Citizen of the Term'. Parents and carers are invited to a special end of term assembly where the awards are presented.
- **Personal Recognition**
Students are regularly recognized for positive behavior by all school staff through verbal praise, positive reinforcement and prize boxes. Specific effort is made to recognize and acknowledge desired behaviours as opposed to unacceptable behaviours e.g. "I like the way you put up your hand and waited your turn"
- **Values Focus**
Each term one of the Rowellyn values is highlighted, and a specific focus is given for both classroom and yard duty teachers to target students demonstrating the particular value.

Discipline Procedures

Our students are in the process of learning about making behavioural choices and on occasions they will choose to show unacceptable behaviours. If we apply consequences consistently in combination with using positive recognition techniques we are more likely to encourage our students to make positive behavioural choices.

Our teachers are committed to this approach and have worked together to develop a series of consequences which will be used throughout the school when students misbehave. 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 Rowellyn Park ‘Stages of Behaviour’ (See Appendix 2) is the core document utilised for managing unacceptable behaviours both in the classroom and the yard. These documents outline which behaviours are inappropriate in the classroom and yard, and the subsequent consequences of the particular behavior. 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

Despite the wide use of preventative and positive behavioural management strategies, at times a student may need to be removed from their classroom due to unacceptable behavioural choices. A very clear and consistent approach using the ‘Stages of Behaviour’ is implemented by all staff which is outlined below

1st 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.



2nd 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.



3rd 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.



4th incident of unacceptable behaviour: Reflection within the classroom

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



5th 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 placed in removal in another classroom.

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 Grade 6, and as such is an important part of our behaviour management policy. The Cool Off & Reflect program incorporates our 'Rowellyn Rulz' and highlights our school values of Respect, Resilience, Reflection and Responsibility.

The programs aim 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.

Our RPPS Stages of Behaviour documents identify specific behaviours that are outside of these positive behavioural expectations and the consequence of inappropriate behaviour and poor choices. The 'Cool Off & Reflect' program aims to target the more 'serious' Stage 3 and 4 behavioural indiscretions. Any decision about the consequences for unacceptable behaviour is made in consultation with the schools leadership team, and staff and students involved. Most consequences for inappropriate behaviour are easily decided, but there needs to be flexibility in the process to allow for alternate action by the school if circumstances require.

The 'Cool Off & Rethink' program runs during the first half of lunch in a designated area. During this time students are required to complete reflection document that requires them to consider the choices they have made and the affect these had on others around them. The document is then sent home for parents to discuss with their child and sign to return to school. If the reflection is not returned, students will be asked to complete it again.

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 a potential school suspension.

Each term the student's slate is cleared though ongoing records and data regarding attendance to the "Cool Off & Reflect" program will be extended across the school year

Additional measures for dealing with inappropriate behavior

Check in – Check out

The CICO Program is a PBIS school-wide, check-in, check-out prevention program for students who are starting to engage in problem behavior. The goal of the CICO Program is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior.

Students who participate in this program will benefit from increased adult attention, frequent feedback, additional positive reinforcement, and increased home to school communication.

Staged Response

Positive Behaviours are most effectively supported through relationship based whole school and classroom practices. However it is recognised that some individuals and groups of students require individual support in the development of pro social positive behaviours. A staged response is taken with a child when expected behaviour standards are consistently not being met.

These students require evidence based targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environments that understand and recognise their individual needs and provide evidence based support.

Individual Behaviour Management Plans

If a student is not responding to the positive behaviour management strategies and whole school discipline procedures used in the classroom or the playground a student support group will be arranged where relevant staff members will work with the parents to develop an individual behaviour management plan. Permission to have the student assessed by DEECD Student Support Services may be requested at this stage. This may also be sought at an earlier stage according to the student's needs.

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 behavior at school. The Principal/Assistant Principal should be consulted in this matter and parents advised when necessary.

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.

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 such circumstances, our school will follow 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>

Links

Positive Behavioural Interventions and Supports (PBIS)

<http://www.pbis.org/>

Student Engagement and Inclusion Guidance 2014

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

Ministerial Order 625 Suspensions and Expulsions

<http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

Bully Stoppers

<http://www.education.vic.gov.au/about/programs/bullystoppers>

Restorative Practices

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

Appendix A

Rowellyn 'Rulz'



School Value	School Behaviour Expectation	Classroom/Specialists	Yard	Entering & Leaving School	Excursions & Camps
RESPECT	<ul style="list-style-type: none"> Show Respect 	<ul style="list-style-type: none"> Be a good listener Speak kindly using your manners Allow others to learn without disruption Take turns and share Use appropriate language Follow staff instructions Wear full school uniform 	<ul style="list-style-type: none"> Share the yard with others Play fairly Follow staff instructions Include others Be friendly Be accepting of others – everyone is different 	<ul style="list-style-type: none"> Wait until you are dismissed Walk your wheels in the school grounds Use appropriate language Listen to yard duty staff and crossing supervisors 	<ul style="list-style-type: none"> Follow all rules and instructions Look after equipment and environment Use manners and speak politely Represent your school with pride
RESILIENCE	<ul style="list-style-type: none"> Keep Trying 	<ul style="list-style-type: none"> Have a go - do YOUR best! Be positive – you can do it! Ask for help when you need it Mistakes are ok – learn from them Move on from disappointment – use your catastrophe scale 	<ul style="list-style-type: none"> Use your catastrophe scale Be a good sport Accept teacher/referee decisions Solve problems positively and move on 	<ul style="list-style-type: none"> Remember – It’s cool to be at school! Bring a positive ‘can do’ attitude Ask for help if you need it 	<ul style="list-style-type: none"> Have a go at new challenges Keep a positive attitude Be brave
RESPONSIBILITY	<ul style="list-style-type: none"> Be Responsible 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Take care of equipment and belongings Be organised and ready to learn Use your time well 	<ul style="list-style-type: none"> Encourage others to follow the Rowellyn ‘rulz’ Play in the right areas Be safe – play sensibly Look after equipment & environment Be sunsmart 	<ul style="list-style-type: none"> Arrive on time Walk – be mindful of others Look after younger students 	<ul style="list-style-type: none"> Return forms on time Organise and take care of your belongings Look after and encourage others
REFLECTION	<ul style="list-style-type: none"> Consider Choices 	<ul style="list-style-type: none"> STOP and THINK – make a smart choice Consider how your choices affect those around you Own your behaviour – you make the choices Did I try my best? Set appropriate goals – aim high 	<ul style="list-style-type: none"> Choose to walk away from conflict Think before you act Use your mind not your might Consider how your choices affect those around you 	<ul style="list-style-type: none"> Think about your behaviour coming to and from school. Stay safe and be sensible 	<ul style="list-style-type: none"> Think about your behaviour when on excursions or camps. Stay safe and be sensible.

Appendix B

CLASSROOM BEHAVIOUR

Stage 1 - Behaviour Class Teacher/Specialist	Stage 2 - Behaviour Class Teacher/Specialist	Stage 3 - Behaviour Class Teacher/Specialist/SWC	Stage 4 - Behaviour SWC/Principal Class
Disrupting the Class	Repeated disruption	Consistent disruption/Passive resistance e.g. repeated refusal	Any immediate unsafe situation or destruction of property
<ul style="list-style-type: none"> • Not following instructions • Annoying others • Calling out/name calling • Mobility e.g. repeatedly getting out of seat • Teasing • Constant talking • Distracting other children • Swearing under breath • Rude gesturing behind teacher's back • Answering back • Uniform/body graffiti 	<p>Verbal Abuse:</p> <ul style="list-style-type: none"> • Repeatedly speaking rudely or answering back to the teacher • Swearing in anger • Repeated verbal threats towards others • Repeatedly swearing under breath • Rude gesturing at a teacher <p>Physical Abuse:</p> <ul style="list-style-type: none"> • Threatening body language directed towards someone else <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> • Leaving the classroom without permission <p>Disrespect of Property:</p> <ul style="list-style-type: none"> • Aggressively ripping materials e.g. books, work • Damaging own or others' belongings • Repeated uniform/body graffiti • Theft of property (minor items) <p>Disturbing the Learning of others:</p> <ul style="list-style-type: none"> • Repeatedly refusing to work within the one day • Continual repetition of Stage 1 behaviours 	<p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> ▪ Swearing aggressively and directly at a staff member. ▪ Use of words in a derogatory sense to insult or offend others e.g. slut, gay, lesbian ▪ Racial/Sexualized insults/gestures/behaviour (one off) <p>Physical Abuse:</p> <ul style="list-style-type: none"> ▪ Pushing, hitting, kicking, spitting ▪ Threatening to use an object as a weapon to harm others e.g. throwing a chair, waving scissors <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> ▪ Repeated classroom refusal over an extended period of time ▪ Repeated leaving the classroom without permission ▪ Leaving the classroom and refusing to return/refusal to go to another grade ▪ Theft of property (from bag/locker) ▪ Use of mobile phone ▪ Wagging school (1st time) <p>Vandalism:</p> <ul style="list-style-type: none"> ▪ Repeated and deliberate minor damage of the property of others ▪ Deliberate minor damage of school property <p>Disturbing the learning of others:</p> <ul style="list-style-type: none"> ▪ Repeatedly refusing to work over 2-3 consecutive days ▪ Continual repetition of Stage 2 behaviors 	<p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> • Swearing directly at others accompanied by threatening behaviour. • Sexual and racial harassment highly sexualized behaviour <p>Physical Abuse:</p> <ul style="list-style-type: none"> • Causing injury to another through a deliberate act. • Engaging in unprovoked violence towards others • Swearing directly at a teacher accompanied by threatening behaviour. • Using an object as a weapon to harm others <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> • Ongoing persistent actions endangering others or self • Extreme defiance/opposition for an extended period of time within a single incident • Running away from school. • Repeated theft of property or extreme cases e.g. from a teacher's bag • Wagging school (repeated) <p>Vandalism:</p> <ul style="list-style-type: none"> • Wilfully and seriously damaging school property e.g. breaking windows, plaster walls, serious graffiti <p>Disturbing the learning of others:</p> <ul style="list-style-type: none"> • Ongoing, persistent, abusive, offensive or aggressive disruptions

CLASSROOM CONSEQUENCES

Stage 1 - Behaviour Class Teacher/Specialist	Stage 2 - Behaviour Class Teacher/Specialist	Stage 3 - Behaviour Class Teacher/Specialist/SWC	Stage 4 - Behaviour SWC/Principal Class
Disrupting the Class	Repeated disruption	Consistent disruption/Passive resistance e.g. repeated refusal	Any immediate unsafe situation or destruction of property
<ul style="list-style-type: none"> • Not following instructions • Annoying others • Calling out/name calling • Mobility e.g. repeatedly getting out of seat • Teasing • Constant talking • Distracting other children • Swearing under breath • Rude gesturing behind teacher's back • Answering back • Uniform/body graffiti 	<p>Verbal Abuse:</p> <ul style="list-style-type: none"> • Repeatedly speaking rudely or answering back to the teacher • Swearing in anger • Repeated verbal threats towards others • Repeatedly swearing under breath • Rude gesturing at a teacher <p>Physical Abuse:</p> <ul style="list-style-type: none"> • Threatening body language directed towards someone else <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> • Leaving the classroom without permission <p>Disrespect of Property:</p> <ul style="list-style-type: none"> • Aggressively ripping materials e.g. books, work • Damaging own or others' belongings • Repeated uniform/body graffiti • Theft of property (minor items) <p>Disturbing the Learning of others:</p> <ul style="list-style-type: none"> • Repeatedly refusing to work within the one day • Continual repetition of Stage 1 behaviours 	<p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> ▪ Swearing aggressively and directly at a staff member. ▪ Use of words in a derogatory sense to insult or offend others e.g. slut, gay, lesbian ▪ Racial/Sexualized insults/gestures/behaviour (one off) <p>Physical Abuse:</p> <ul style="list-style-type: none"> ▪ Pushing, hitting, kicking, spitting ▪ Threatening to use an object as a weapon to harm others e.g. throwing a chair, waving scissors <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> ▪ Repeated classroom refusal over an extended period of time ▪ Repeated leaving the classroom without permission ▪ Leaving the classroom and refusing to return/refusal to go to another grade ▪ Theft of property (from bag/locker) ▪ Use of mobile phone ▪ Wagging school (1st time) <p>Vandalism:</p> <ul style="list-style-type: none"> ▪ Repeated and deliberate minor damage of the property of others ▪ Deliberate minor damage of school property <p>Disturbing the learning of others:</p> <ul style="list-style-type: none"> ▪ Repeatedly refusing to work over 2-3 consecutive days ▪ Continual repetition of Stage 2 behaviours 	<p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> • Swearing directly at others accompanied by threatening behaviour. • Sexual and racial harassment highly sexualized behaviour <p>Physical Abuse:</p> <ul style="list-style-type: none"> • Causing injury to another through a deliberate act. • Engaging in unprovoked violence towards others • Swearing directly at a teacher accompanied by threatening behaviour. • Using an object as a weapon to harm others <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> • Ongoing persistent actions endangering others or self • Extreme defiance/opposition for an extended period of time within a single incident • Running away from school. • Repeated theft of property or extreme cases e.g. from a teacher's bag • Wagging school (repeated) <p>Vandalism:</p> <ul style="list-style-type: none"> • Wilfully and seriously damaging school property e.g. breaking windows, plaster walls, serious graffiti <p>Disturbing the learning of others:</p> <ul style="list-style-type: none"> • Ongoing, persistent, abusive, offensive or aggressive disruptions

Stage 1 - Behaviour Yard Duty Teacher	Stage 2 - Behaviour Yard Duty Teacher	Stage 3 - Behaviour Yard Duty Teacher/SWC	Stage 4 - Behaviour SWC/Principal Class
<p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> Annoying others, name calling, low level teasing, swearing under breath, rude gesturing behind teacher's back, answering back, not following the rules of the formal game Not following school rules e.g. tackling <p>Physical Abuse:</p> <ul style="list-style-type: none"> Low level physical abuse e.g. pushing, light slapping Spitting/spitting water Inappropriate play e.g. playing in the toilets, kissing (first offence) <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> Playing in an out of bounds area Coming indoors during recess or lunch without permission or supervision <p>Disrespect of Property:</p> <ul style="list-style-type: none"> Taking something belonging to another student and refusing to return it e.g. hat, toy, sports equipment 	<p>Verbal Abuse:</p> <ul style="list-style-type: none"> Repeatedly speaking rudely or answering back to the teacher Swearing in anger at others Verbal threats towards others Repeatedly swearing under breath Rude gesturing directed towards a teacher Repeated teasing/harassment (minor) e.g. repeatedly taking another student's hat <p>Physical Abuse:</p> <ul style="list-style-type: none"> Pushing, hitting, kicking, Threatening body language directed towards another person Spitting directed towards another person Inappropriate play e.g. playing in the toilets, (second offence) <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> Returning to an out of bounds area after being spoken to Returning indoors after being spoken to Refusing to follow a teacher's direction Leaving the school ground without permission - going over fence to get a ball & returning Dangerous play e.g. piggy back fights EGging children on to do the wrong thing <p>Disrespect of Property:</p> <ul style="list-style-type: none"> Damaging school ground equipment Deliberately damaging something belonging to another student Repeatedly taking something belonging to another student Repeated inappropriate play e.g. kissing, throwing toilet paper Urinating in an inappropriate place 	<p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> Swearing aggressively and directly at a staff member. Use of words in a derogatory sense to insult or offend others e.g. slut, gay, lesbian Racist comment/sexualized gestures/behaviour (one off) Ongoing/more serious inappropriate play e.g. dacking <p>Physical Abuse:</p> <ul style="list-style-type: none"> Repeated pushing, hitting, kicking, etc Deliberate pushing, hitting, kicking, etc resulting in an injury Threatening to physically harm/using an object as a weapon to harm others e.g. throwing a ball in another student's face Inappropriate play e.g. playing in the toilets, kissing (repeated behaviour) Aggressive response to violent act by another <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> Persistently playing in out of bounds areas Use of mobile phone or other electronic camera device in the school grounds <p>Vandalism:</p> <ul style="list-style-type: none"> Repeated and deliberate damage of the property of others or the school 	<p>Verbal Abuse/Harassment:</p> <ul style="list-style-type: none"> Swearing directly at others accompanied by threatening behaviour. Sexual and racial harassment/highly sexualized behaviour On-going bullying that cannot be managed <p>Physical Abuse:</p> <ul style="list-style-type: none"> Causing injury to another through a deliberate act of malice Engaging in unprovoked violence towards others Swearing directly at a teacher accompanied by threatening behaviour. Any violence towards a staff member <p>Security and Safety Breaches:</p> <ul style="list-style-type: none"> Ongoing persistent behaviour endangering others or self Extreme defiance/opposition towards teacher for an extended period of time within a single incident Running away from school. Leaving the school grounds after an incident Wagging school <p>vandalism:</p> <ul style="list-style-type: none"> Wilfully damaging school property e.g. breaking windows, plaster walls, serious graffiti

YARD BEHAVIOUR

Stage 1 - Consequence Yard Duty Teacher	Stage 2 - Consequence Yard Duty Teacher	Stage 3 - Consequence Yard Duty Teacher/SWC	Stage 4 - Consequence SWC/Principal Class
<p>Consequences to consider:</p> <ul style="list-style-type: none"> Name and transgression recorded in yard duty book Walking with the yard duty teacher Community service e.g. cleaning, picking up rubbish, sweeping, weeding Sitting out of game for designated period Sitting in a quiet area for designated period Restorative conversation Mini conference 	<p>Verbal abuse, physical abuse, security and safety breaches, disrespect to property</p> <ul style="list-style-type: none"> Name and transgression recorded in yard duty book Removal of privileges Removal of special duties e.g. peer mediator Community service for extended period of time (2 days) e.g. cleaning, picking up rubbish, sweeping, weeding Walking with the yard duty teacher for 1 day e.g. recess & lunchtime/two lunchtimes Removal from the yard (Cooling Off Room is reserved for aggressive or violent behaviour only) <p>NB: Issues must be followed up comprehensively. All paper work should be filled out including a brief description of the incident, the date the incident occurred and the action taken. Yard duty book & smart</p> <p>Restorative conversations should focus on positive problem solving and natural consequences, e.g. cleaning graffiti, replacing damaged property.</p> <p>Parents must be contacted for incidents of bullying /racial comments (repeated & ongoing harassment of a particular person)</p>	<p>Verbal abuse, physical abuse/harassment, security and safety breaches, vandalism.</p> <ul style="list-style-type: none"> Removal from the yard for extended period e.g. Cooling Off Room (aggressive or violent behaviour only) After school detention. (Coordinators) Individual yard behaviour agreement Parents must be contacted by the class teacher to discuss incident Notify Principal class/SWC. <p>NB: Restorative conversations should focus on positive problem solving and natural consequences, e.g. cleaning graffiti, replacing damaged property</p> <p>Parents must be contacted for incidents of bullying/racial comments (repeated & ongoing harassment of a particular person).</p>	<p>Verbal abuse, physical abuse, Security and Safety breaches, repeated sexual and or racial harassment, vandalism, disturbing the learning of others.</p> <ul style="list-style-type: none"> In-house suspension. Parents to be notified by phone Suspension for 1-3 days. Parents to be notified by phone. DE&T documentation completed and sent home. Restorative conference on return to school. Departmental suspension documentation to be completed by Principal class/Coordinator in consultation with class teacher. Copy to be sent home and original given to Principal/Assistant Principal/SWC. <p>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>

YARD CONSEQUENCES

Appendix C



Cool Off & Reflect Notification

Date: _____

Name: _____

Grade: _____

At Rowellyn Park we endeavour to provide a caring environment where all children can be safe. When students do not follow our 'Rowellyn Rulz" they may be removed from the yard to reflect on their behaviour. Your child was placed in the **Cool Off & Reflect Room** for the following reason:

Child's signature: _____

Reflection supervisor: _____