

Level	Behaviour	Implementation guide and Student consequences
1	<ul style="list-style-type: none"> Follow School Rules: <i>Be Respectful, Be Responsible, Be Amazing, Be Thankful</i> Live by our St John's Virtues and Motto Allow teachers to teach Allow others to learn Be safe 	
2	<p>Not following agreed School Rules:</p> <p><input type="checkbox"/> Be Respectful:</p> <ul style="list-style-type: none"> <i>Not acting safely</i> e.g. swinging on chairs, throwing things in the classroom, running on cemented areas; <i>Not keeping hands, feet and hat to self</i> e.g. Rough play – using hands, play fighting; hitting others with hat <p><input type="checkbox"/> Be Responsible:</p> <ul style="list-style-type: none"> <i>Not being truthful</i> e.g. <i>Being a Bucket Dipper</i> e.g. being mean, spiteful, rude etc. to staff or peers. <p><input type="checkbox"/> Be Amazing:</p> <ul style="list-style-type: none"> <i>Not listening to staff and/or following instructions</i> e.g. Off task classroom behaviour; walking around /out of seat; <i>Not learning to our highest potential</i> e.g. Incomplete homework or set classroom tasks; not working on a set task <i>Incorrect uniform</i> e.g. no hat – no play, shirts worn tucked in, incorrect uniform e.g. hair, accessories, shoes, socks. <i>Not working as a part of a team</i> e.g. Talking over others; Not sharing; Disrupting teaching and learning; calling out. <p><input type="checkbox"/> Be Thankful:</p> <ul style="list-style-type: none"> <i>Not acting on the needs to others</i> e.g. Deliberately being a bystander; 	<ol style="list-style-type: none"> School Rules will be given context in the classroom based on age of students: <ul style="list-style-type: none"> Teachers will develop, implement and communicate their class/ year-level based system for monitoring of behaviour e.g. Class Dojo, a 'ladder' approach etc.; Teachers are expected to make students and parents aware of expectations as well as consequences for behaviours All behaviour is to be dealt with fairly and consistently; Parents will be notified of reoccurring issues or concerns by the classroom teacher. These conversations can be recorded on Teacher Kiosk / Pastoral Care for future reference. If behaviour is at lunchtime, there will be time out of play. The student will either sit out of play or walk with the teacher for a period determined by the duty teacher. The student is not to be sent to the Reflection Room unless ongoing issues occur, which would have been already communicated to the classroom teacher. If a student displays off-task behaviour (as listed left), redirection strategies are to be applied, with questions such as: <ul style="list-style-type: none"> <i>What are you doing?</i> <i>What is the school/classroom rule/expectation?</i> (Refer to classroom rules and school rules.) <i>What should you be doing?</i> (At this time, the teacher could fill out part of the Reflection Room referral form for the student.) *** and for ongoing behaviour: <i>What happens if you keep doing this?</i> (the answer would be based on the system developed by the classroom teacher. If behaviour is consistent and is persistent, then possibly will be a Level 3 consequence). <p style="text-align: center;">Students are not directly referred to the Reflection Room in this Level.</p>
3	<p><input type="checkbox"/> Persistent and ongoing Level 2 behaviour (following repeated addressing of behaviour with student AND parents)</p> <p>Not following the agreed School Rules:</p> <p><input type="checkbox"/> Be Respectful / Be Responsible:</p> <ul style="list-style-type: none"> <i>Not looking after belongings</i> e.g. Taking, moving, tampering with and/or damaging property; <i>Not acting safety</i> e.g. Deliberate rough play e.g. pushing/shoving, tripping, kicking, kicking/throwing objects at others, tackling, slide tackling <i>Not speaking politely</i> e.g. Intentional swearing at another student; Teasing, harassing, putting others down <i>Discourteous</i> e.g. Disrespecting teachers e.g. swearing at them, speaking rudely, constantly ignoring instructions/ questions/ directions. <p><input type="checkbox"/> Be Amazing:</p> <ul style="list-style-type: none"> <i>Not working as part of a team</i> e.g. A consistently disobedient attitude; arguing with others 	<ol style="list-style-type: none"> Removal/redirection from the classroom or playground to the office for discussion with the principal/ leadership team member (if available). Following conversation with Leadership, student will return to the classroom. <ul style="list-style-type: none"> Teacher to fill out a referral form and discuss behaviour with the student. The referral form will clearly outline the nature of what has occurred, both as a record and for follow-up conversations with the child while they are writing their reflection. The teacher is to notify the child's parents (or principal depending on the incident) of the behaviour/ incident and the next step of action e.g. Reflection Room next day etc. This is best achieved, in the first instance, by phone. Any extra-curricular privileges (school sport/ events etc.) may be lost during this time, in negotiation with the principal. Lunchtime withdrawal for 1 day to be served in the Reflection Room (first break only). Student to come to Administration once dismissed from eating time. Record of incident noted on TK by Reflection Room teacher.
4	<p><input type="checkbox"/> Persistent and ongoing Level 3 behaviour</p> <p><input type="checkbox"/> Four or more Level 2 behaviour for the week</p> <p><input type="checkbox"/> Theft</p>	<p>As above for steps 1 and 2, as well as:</p> <ol style="list-style-type: none"> Lunchtime withdrawal for 2 days to be served in the Reflection Room (first break only, unless directed otherwise). Any extra-curricular privileges (school sport/ events etc.) may be lost during this time, in negotiation with the principal. Parents will be notified by principal or member of the Leadership Team. Record of incident noted on TK by Reflection Room teacher. Persistent behaviour may require the development of a behaviour support plan. This is considered in consultation with LS Teacher, Classroom Teacher, Guidance Counsellor and principal.
5	<p><input type="checkbox"/> Persistent and ongoing Level 4 behaviour</p> <p><input type="checkbox"/> Four or more Level 3 behaviour for the week</p> <p><input type="checkbox"/> Serious and harmful behaviour</p> <p><input type="checkbox"/> Intentional physical aggression towards a staff member or student – hitting, kicking, biting, spitting</p> <p><input type="checkbox"/> Running away/leaving the school grounds on purpose</p>	<ol style="list-style-type: none"> Immediate withdrawal from class and meet with principal. Parent contacted regarding the issue – child sent home. On return to school, child to start the day in the office for review/discussion with principal. One week of lunchtime detention in the Reflection Room (first break only, unless directed otherwise). Ongoing behaviours may require the development of a behaviour support plan. This is considered in consultation with LS Teacher and principal.