



# Student Behaviour Procedures:

Level Description	Examples of Behaviours	Consequences	Engagement/ Wellbeing Action Plan
<b>1</b> <b>Acceptable conduct</b>	<ul style="list-style-type: none"> <li>Displays caring and appropriate behaviour towards others</li> <li>Attends to school work</li> <li>Considerate towards others</li> </ul>	<ul style="list-style-type: none"> <li>Allowed to participate in all school activities, including camps and excursions.</li> <li>Positive behaviour brought to the attention of the class, the school, through assemblies, the school community through the newsletter, You Can Do It! awards, Happy grams etc.</li> </ul>	<p>No further action needed above that already in place. However these students will be prioritised for inclusion in special events representing the school, such as "The One and All Beach Party" where only a small group attend.</p>
<b>2</b> <b>Low level misconduct</b>	<ul style="list-style-type: none"> <li>Displaying inappropriate manners</li> <li>Playing in the wrong area</li> </ul>	<p>Any misbehaviour is treated by following natural consequences. i.e.</p> <ul style="list-style-type: none"> <li>Restorative Conference</li> <li>Advising child behaviour is inappropriate</li> <li>Discussion followed by a warning.</li> <li>Reminder of school expectations.</li> </ul>	<p>If the behaviour is repeated frequently, or is due to a developmental delay affecting understanding, the student may benefit from a one on one session/s with the welfare officer.</p>
<b>3</b> <b>Low level misconduct. Has infringed rights of others to a less than serious degree.</b>	<ul style="list-style-type: none"> <li>Interrupting the learning of others</li> <li>Teasing</li> <li>Swearing</li> <li>Damage to property</li> <li>Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Conference</li> <li>Parents notified</li> <li>Oral and/or written apology</li> <li>Walk with yard duty teacher</li> <li>Withdrawal of privileges</li> <li>Restricted play areas               <ul style="list-style-type: none"> <li>Pay repair costs</li> <li>Time Out</li> </ul> </li> </ul>	<p>If the behaviour is repeated frequently, or is due to a developmental delay affecting understanding, the student may benefit from a one on one session/s with the well being person.</p>
<b>4</b> <b>Persistent or severe infringement of rights of others.</b>	<ul style="list-style-type: none"> <li>Stealing</li> <li>Fighting</li> <li>Refusal (including not wearing school hat, not eating in correct area)</li> <li>Interrupting the learning of others</li> <li>Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Time Out</li> <li>Immediate Parent Contact</li> <li>Support personnel involved</li> <li>Behaviour Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Develop a student support group</li> <li>Counselling and individual support work with student</li> <li>Information and support strategies for the parent and teacher where needed</li> <li>Referral to community agencies if relevant</li> </ul>
<b>5</b> <b>Very serious and/or persistent abuse of the rights of others.</b>	<ul style="list-style-type: none"> <li>Disrespect to Staff (including swearing)</li> <li>Bullying (including cyber bullying)</li> </ul>	<ul style="list-style-type: none"> <li>Immediate parent contact</li> <li>Suspension</li> <li>Voluntary transfer to another school</li> </ul>	<ul style="list-style-type: none"> <li>Develop a student support group</li> <li>Counselling and individual support work with student</li> <li>Information and support strategies for the parent and teacher where needed</li> <li>Referral to community agencies if relevant</li> <li>support in transitioning to another school</li> </ul>