



The Code of School Behaviour

Better Behaviour
Better Learning

Albany Hills State School

Responsible Behaviour Plan for Students based on *The Code of School Behaviour*

1. Purpose

Albany Hills State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour.

- **Be a learner**
- **Be safe**
- **Be respectful**

All areas of Albany Hills State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

At Albany Hills State School our belief and values are that students will:

- Behave to engage
- Follow our School Motto: Strength through knowledge
- Perform to achieve personal best
- Demonstrate 'Generosity of spirit'
- Demonstrate N.E.D: Never give up, Encourage others, Do your best

2. Learning and behaviour statement -

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Albany Hills State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.



3. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

UNIVERSAL BEHAVIOUR EXPECTATIONS

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Albany Hills State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to our three school rules. The school wide expectations below outlines our agreed rules and specific behavioural expectations in all school settings.

At all times, all school community members (including parents, students and staff) will be:

- co-operative
- courteous
- respectful
- attentive
- organised
- independent
- punctual
- industrious

School community members should be aware of their rights and responsibilities.

	Rights	Responsibilities
Teachers/staff	<ul style="list-style-type: none"> • To teach • To feel safe • To be treated with respect 	<ul style="list-style-type: none"> • To provide work relevant to all students • To be organised • To communicate with parents maintaining a solution focus on student behaviour • To provide a duty of care • To treat others with respect • To teach students how to learn to behave in the school environment • Create classroom rules at the start of each year and revisit (collaboratively made with students) • Have classroom and school rules visible and to implement the student workbook
Parents	<ul style="list-style-type: none"> • To be involved in the education process • To be safe • To be treated with respect 	<ul style="list-style-type: none"> • To support school staff, policies and procedures • To provide a duty of care • To treat others with respect • Reinforce school rules and expectations with the student • Communicate firstly with the class teacher and be open and respectful • Maintain 'Generosity of Spirit' when communicating about the school including when online

4. Expected Standards of Students

This aligns with the expectation that we will all practice 'Generosity of Spirit' when dealing with each other.

Areas	Be Respectful	Be a Learner	Be Safe
Before School	<ul style="list-style-type: none"> • Use kind words • Use appropriate language 	<ul style="list-style-type: none"> • Watch and learn from others demonstrating good behaviour • Be punctual to class 	<ul style="list-style-type: none"> • Sit quietly in the correct area until the bell rings • Use seats safely • No ball games before school • No running • Move safely • Walk in the undercover area, on pathways and steps • When the bell rings move quietly and quickly to class • Only enter a classroom with teacher's instruction • Put bag in the correct place
Class time	<ul style="list-style-type: none"> • Follow teacher directions • Look and listen when someone is talking • Be aware of others (personal space) • Let others learn • Use Manners • Use kind words and actions • Let others go first • Wait your turn • Include others in learning • Encourage others • Put rubbish in the bin • Look after and return equipment as you found it • Use appropriate language 	<ul style="list-style-type: none"> • Have your materials ready each day • Participate and listen actively • Ask for help when needed • Stay on task • Stay in your leaning space • Complete your work in time given • Have a go • 	<ul style="list-style-type: none"> • Walk in the classroom • Put things where they belong • Use materials appropriately • Pick up after yourself • Sit safely on chairs • Be gentle with others • Only leave the classroom with teacher's permission
Eating times	<ul style="list-style-type: none"> • Move to the eating area quickly and safely • Stay seated while eating • Put all rubbish in the bin • Listen and follow teacher instructions • Use appropriate language 	<ul style="list-style-type: none"> • Eat appropriately • 	<ul style="list-style-type: none"> • Eat your own food • Walk safely • Remain seated until the bell rings • Don't play with balls until the bell to play rings • Wait until being released • Eat in the designated eating area • Ice blocks are to be eaten in the tuckshop area only

Playtimes	<ul style="list-style-type: none"> • Follow teacher directions • Be aware of others (personal space) • Take turns • Encourage others • Use kind words • Be inclusive • Share space and equipment • Keep the area clean • Look after the plants and animals • Fair teams and fair rules • Look after equipment and belongings • Use inside voices • Use appropriate language 	<ul style="list-style-type: none"> • Watch others • Follow the rules of the game • Listen to others • Ask questions about the rules of the game • Return to class promptly after play • Watch positive play 	<ul style="list-style-type: none"> • Wear a hat • Wear sunscreen • Use equipment safely • Walk on the concrete • Don't play in the walkways or in the toilets • Hands and feet to yourself • Don't play in the toilets or around the buildings • Only enter a classroom with teacher's instruction •
Off campus	<ul style="list-style-type: none"> • Follow all teachers directions (even if they are a teacher at another school) • Be respectful of others especially adults • Be inclusive • Use your manners • Use appropriate language • Wear correct uniform with pride 	<ul style="list-style-type: none"> • Watch others • Listen to others • Ask for help if unclear of the directions • Be a worthy representative of the school community • Be responsible for own belongings 	<ul style="list-style-type: none"> • Wear a hat • Wear sunscreen not coloured zinc at sport events • Sit quietly and don't play on the bus • Have a partner • Walk • Be safe and sensible on the bus •
After school	<ul style="list-style-type: none"> • Be aware of others • Use kind words • Follow teachers directions • Put rubbish in the bin • Look after belongings • Wait patiently for your parents or bus • Be polite to adults • Use appropriate language 	<ul style="list-style-type: none"> • Watch others, listen to others and report any issues to the office • Be a worthy representative of the school community • 	<ul style="list-style-type: none"> • Walk quickly to your designated pick up area • No playing on play equipment • Cross the road at the lights • Wear a hat if in bus line or waiting for your parents • Be safe and sensible on the bus • Only leave the classroom with teacher's permission
Toilets	<ul style="list-style-type: none"> • Be aware of others and respect their privacy • Be waterwise • Use paper towel and toilet paper appropriately • Flush the toilet after use • Put paper towel in the bin • Use appropriate language 	<ul style="list-style-type: none"> • Wash hands after using the toilet • Report any incidents or accidents 	<ul style="list-style-type: none"> • Use the toilet appropriately • Walk to and from the toilets • Go with a buddy (boy/girl)

5. Celebration of Student Achievement

At Albany Hills State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are expected to give consistent and appropriate acknowledgement and rewards.

Celebration of student achievement is provided in many different ways such as:

ASSEMBLIES	
Junior Assembly	Senior Assembly
<ul style="list-style-type: none"> • Class awards (all classes at each assembly) • Silver Tickets – four drawn from tickets accumulated during the year • NED – monthly, nominated by class teachers and selected collaboratively by specialist teachers and administration • Library awards • Readers reaching milestones • Young Scientist of the Year 	<ul style="list-style-type: none"> • Students of the week (1 per year level per week) – moderated by year level teachers • Group recognition – sport teams, sports houses, musical groups – to be upgraded to certificate level • ICAS Certificates • Senior Student Badge (at any time of the year) • Library Awards – monitor of the month • Individual and team representative sports and – Certificates – district, Medals – regional, Trophy – State/National – goes to Allan Rollo Sports Person of the Year • Young Scientist of the Year • Silver Tickets

6. Consequences for inappropriate or unacceptable behaviour

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Albany Hills State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

A *Classroom and/or Non-Classroom Behaviour Incident – Major Referral Form* (Appendix 3 and 4) is used to record all major (level 3) problem behaviour incidents. A staff member responds to a level 2 and level 3 behaviour is outlined in an attached flowcharts (Appendix 1 and 2). The recording of these major incidents will be actioned in consultation with the classroom teacher and appropriate line manager. These incident referral forms will be recorded on OneSchool by Administration.

Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is determined in consultation with the school administration team.

Minor problem behaviours are those that usually do not require direct involvement of specialist support staff or administration. Minor problem behaviours may result in the consequences outlined in Level 2.

Major behaviours result in an immediate referral to school administration because of their seriousness. When major unacceptable behaviour occurs, staff members state the behaviour and remind the student of expected school behaviour. A report of the student's behaviour is recorded on OneSchool.

7. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Albany Hills State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Description of behaviour	Assessment	Reporting	Communications	Strategies/Resources
Level 1: Expected Behaviour				
<p>Managed by: Class Teacher Level Descriptor: Students manage their own behaviour knowing and meeting expectations as they align with the 'Learning and Behaviour Focus'</p>				
<p>Students are happy and productive. They receive recognition. They are learning.</p>	<ul style="list-style-type: none"> Student matrix to record incidents of behaviour – (refer to the school criteria based on school rules and the achievement scale) – Recorded once per term. Positive recognition such as NED, Senior Leadership - relies on the matrix as part of the 'Behaving to Engage.' 	<p>Summary using data collected over a semester Criteria for each rating needed A – Independently and consistently B – Consistently C – Usually</p>	<ul style="list-style-type: none"> Student – know expectations, receive feedback and recognition Parents – know expectations, initial and continuing contact to build relationship (emotional bank account) - School Leaders – know that class has expectations and teacher is building relationships. Leaders are available for reinforcement and motivation. 	<ul style="list-style-type: none"> Use other staff for recognition – both formal and informal Classroom reward systems /classroom display of behaviour level (consequence chart) Silver Tickets (Gotchas presented as they align with Focus) Display specialist lesson recognition. Celebration of student achievement on assembly (see above table)
Level 2: Minor Behaviour				
<p>Managed by: Classroom teacher and Support staff Level Descriptor: Students need guidance and assistance to behave within expectations</p>				
<p>Students might not be fully engaged in learning; not interacting well with or respectful towards others. There may be some safety issues.</p>	<ul style="list-style-type: none"> Record individual behaviours on the matrix Place the student on the appropriate level on the consequence chart. 	<p>C – Usually if moving (even if it is up and down – usually compliant) Behaviour could vary according to the context e.g. specialist lessons, relieving teachers, playground.</p>	<ul style="list-style-type: none"> Parent could be informed of incidents if appropriate – back up sought (examples of what to contact parent about) Lead Teacher or Administrator of sector kept informed (heads up). 	<ul style="list-style-type: none"> Classroom, support staff and Lead Teacher: Student Engagement for advice Teacher Aide: Student Engagement for support and monitoring (establish relationship) School Leaders for motivation Specialist teachers to inform class teachers of concerns <p>Level 2 consequence may be applied. This <u>could</u> be but not limited to: - Consequence chart three-steps: 1. reminder 2. reflection 3. buddy class</p> <p>other: - Student/staff member discussion - Student explains behaviour - Student works in independent space - Student/staff member discussion - Verbal/written apology - Students given chance to work out behaviour for themselves - Class discussion of rules</p>

Level 3: Major Behaviour

Managed by: Classroom teacher and Administration

Level Descriptor: Requires intervention from school personnel to learn strategies to behave within expectations

<p>Student is not fully engaged in learning, not respectful or interacting (responding). There may be safety issues. The student is not happy and may not wish to be here.</p>	<ul style="list-style-type: none"> • Records of contact recorded on One School using the white referral form • Individual Behaviour Plan at classroom level • Playground Plan if necessary • Matrix maintained and student removed from the Consequence Chart. 	<p>D – Needs attention and can sometimes demonstrate good behaviour</p>	<ul style="list-style-type: none"> • Parent Partnership build on consistency of response and regular communications. • Lead Teacher: Student Engagement helps coordinate resources/response/plan • Supervisor of Sector kept informed. • SSST referral presented. If a Level 3 consequence is applied, the class teacher contacts the parent after Internal Behaviour Referral (white form) is completed. 	<ul style="list-style-type: none"> • Lead Teacher and Teacher Aide: Student Engagement direct involvement • School Leaders informed of plans and progress. <p>Level 3 consequence may be applied. This <u>could</u> be but not limited to:</p> <ul style="list-style-type: none"> - Class time in office - Mediation - Individual behaviour lesson - Lunchtime detention (Plan) - Community service - Classroom withdrawal (1-5 days) - Playground withdrawal (1-5 days) - Play Plan - Students may be exempted from: <ul style="list-style-type: none"> • School excursions • School sporting events • Special school assemblies • Other such events, e.g. disco <p><i>The choice of consequence must be aimed at achieving a change in behaviour.</i></p> <p>Should the desired behaviour not be achieved, then class teacher needs to meet with Lead Teacher: Student Engagement or Supervisor to discuss alternatives.</p>
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Level 4: Major Behaviour

Managed by: Classroom, Administration, Student Engagement and AVTs

Level Descriptor: Requires intervention from school and external agencies

<p>Student experiencing great difficulty in engaging with students and staff. Unresponsive to assistance. May be physically or verbally aggressive. Safety issues are present. At times distressed. Experiencing difficulty controlling their behaviour.</p>	<ul style="list-style-type: none"> • Records of contact with parents and AVTs maintained in One School. • Individual Behaviour Plan for class and playground. • Matrix maintained and student removed from the Consequence Chart. 	<p>E – Unacceptable and rarely demonstrates good behaviour</p>	<ul style="list-style-type: none"> • SSST referral presented. Intensive program organised involving all stake holders. • Regional Behaviour Referral presented. 	<ul style="list-style-type: none"> • AVT, Lead Teacher and Teacher Aide: Student Engagement directly involved in programming and service delivery. • School Leaders informed of plans and progress. <p>Level 4 consequence may be applied. This <u>could</u> be but not limited to:</p> <ul style="list-style-type: none"> - Individual behaviour plan - formal suspension (1-10 days) - strategies from Level 3 (on-going) - B.S.S referral - Guidance Officer referral - Support and/or Administration Staff - Flexible arrangement - classroom withdrawal - playground withdrawal
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Level 5: Major Behaviour

Managed by: Administration and external agencies

Level Descriptor: Alternative programming/placement arrangements may be necessary

<p>Student finds the school environment complex and challenging. Student is disengaged. Intensive behaviour support required.</p>	<ul style="list-style-type: none"> • Extensive records kept on One School. 	<p>E – Unacceptable and rarely demonstrates good behaviour</p>	<ul style="list-style-type: none"> • Alternative off-campus programming in place • Alternative programming: STIP 	<ul style="list-style-type: none"> • Principal directly involved. <p><i>Level 5 consequence applied.</i> <i>- Complex Case Management Team</i> <i>- Formal suspension (11-20)</i></p> <p><i>Additional Consequences at this Level:</i></p> <ul style="list-style-type: none"> • <i>Possible recommendation for exclusion in accordance with departmental regulation</i> • <i>Excluded from this school</i> <p><i>Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.</i></p>
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TARGETED BEHAVIOUR SUPPORT:

Each year a very small number of students at Albany Hills State School may be identified through our data as needing targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students attend their normal scheduled classes and activities with appropriate adjustments if required. Adjustments are made on the basis of planning that occurs through team conferencing involving the Deputy Principal, Class Teacher and Guidance Officer. A number of specialist support staff are also available within the school to provide support for students (e.g. guidance officer, learning support, special education teacher). These specialist staff may assist students with counselling and/or intensive social skills training in the areas of negotiation, conflict resolution, anger management and assertiveness training.

Students whose behaviour does not improve after these adjustments, or whose previous behaviour indicates a need for specialised intervention, are referred to Behaviour Support Services and/or private providers.

INTENSIVE BEHAVIOUR SUPPORT:

Albany Hills State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The administration team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection; and
- works with class teachers and specialists to achieve continuity and consistency.

The administration team also supports individuals from other agencies already working with the student and their family, and Behaviour Support Services* staff.

*Behaviour Support Services include:

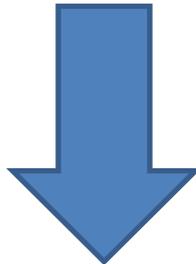
- Short Term Intervention Program (S.T.I.P.) - 6-20 day Suspension
- PLC – Positive Learning Centre
- Outreach Services
- School and Family Support Team (SAFS Team)
- Managing Young Children's Program (MYCP)
- Parent Programs

Classroom Incident Behaviour Process

Essential Skills for Classroom Management are used by all classroom teachers prior to giving a student a Formal Reminder. Warn the student if their behaviour continues they will be given a Formal Reminder.

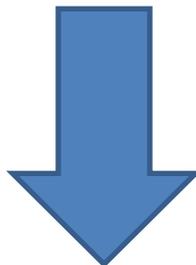
STEP 1

FORMAL REMINDER



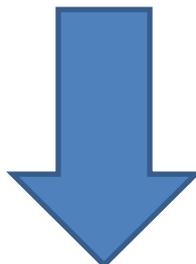
STEP 2

REFLECTION TIME



STEP 3

BUDDY CLASS



STEP 4

ADMIN/OFFICE



Classroom Incident – Major Referral Process

After Level 2 consequences have been applied the classroom teacher is to:

STEP 1

Write the Level 3 Referral



STEP 2

If the classroom teacher has managed the action, this is to be indicated on the referral and sent to the office.



STEP 3

The classroom teacher determines appropriate action. If required discuss with administration for support. Once a decision has been made, then document this on the referral form and send to the office. (Alert an Admin Team member that you need immediate assistance if required)



STEP 4

Once recorded on One School, the referral is placed back to the classroom teacher's pigeon hole

Note: If the action is a Blue Card, the referral form must still be completed and sent to the office and the student be provided with a Blue Card (as a reminder).

It is important to note that some incidents will be an automatic Level 3 referral based on individual circumstances.

All Level 3 consequences require communication with the parent.

Non- Classroom Incident – Major Referral Process

After Level 2 consequences have been applied:

STEP 1

Duty staff are to write the Level 3 Referral



STEP 2

Duty staff put this in the pigeon hole of the student's classroom teacher. In the event that it is urgent, ask a responsible student to take this to the office immediately or give to the classroom teacher directly after lunch.



STEP 3

Classroom teacher decides appropriate action. If the classroom teacher requires Admin input, seek their support to determine the action. Once a decision has been made, then document this on the referral form and send to the office.



STEP 4

Once recorded on One School, the referral is provided back to the classroom teacher's pigeon hole

Note: If the class teacher decides that the action is a Blue Card, the referral form must still be sent to the office and the student be provided with a Blue Card (as a reminder).

It is important to note that some incidents will be an automatic Level 3 referral based on individual circumstances.

All Level 3 consequences require communication with the parent.

Appendix 3 Albany Hills State School - Classroom Behaviour Incident – MAJOR Referral (Level 3)

Student/s: _____ Date: _____ Time: _____ Referring Teacher/Aide: _____ Location: _____	
RULE/S BROKEN: ____ BE SAFE ____ BE RESPECTFUL ____ BE A LEARNER	
Has the student for ongoing behaviour during the day been provided with Level 2 Consequences: <input type="checkbox"/> Formal Reminders <input type="checkbox"/> Reflection <input type="checkbox"/> Buddy Class Other minor consequences that have been applied <input type="checkbox"/> Miss ½ play <input type="checkbox"/> Mediation <input type="checkbox"/> Teacher/Student Discussion <input type="checkbox"/> Other: _____	
If the behaviour is ongoing after Level 2 consequences, document the behaviour and send the referral to Office.	
Description of Incident: NOTE IF URGENT CONTACT AN ADMINISTRATOR IMMEDIATELY	
Sighted by Classroom/Specialist Teacher:	
What was the reason for the behaviour? <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Item/Activity/Event <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Sensory Stimulation <input type="checkbox"/> Obtain Instructional Task <input type="checkbox"/> Obtain _____	<input type="checkbox"/> Avoid Peer Attention <input type="checkbox"/> Avoid Item/Activity/Event <input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Sensory Stimulation <input type="checkbox"/> Avoid Instructional Task <input type="checkbox"/> Avoid _____
ACTION & RECOMMENDATIONS	
Classroom Teacher/ Principal / DP / HOSES / Lead Teacher: Student Engagement	
<input type="checkbox"/> Re- classified Referral to a Level 2 (No ACTIONS or ONE SCHOOL Record) <input type="checkbox"/> Class Time in Office Session: _____ <input type="checkbox"/> Restitution/ Mediation with Referring Teacher / Aide / student/s <input type="checkbox"/> Individual Behaviour lesson <input type="checkbox"/> Lunch time Detention - Blue Card NB: Student must complete a plan (stop/start)/ apology letter. <input type="checkbox"/> Community Service <input type="checkbox"/> Play Card – Reinforcing the expected behaviour with Silver Tickets. Play Plan _____ <input type="checkbox"/> Classroom Withdrawal/ Playground Withdrawal/ Withdrawal from an Activity No of days _____ <input type="checkbox"/> Discussion of emerging social skills issue with a support plan <input type="checkbox"/> Referral to SSST recommended/ Behaviour Support Services Referral recommended <input type="checkbox"/> Other _____ (ie exempted from activity, Level 4 consequence)	
Parent Contacted: Ph / Meeting / Letter Record of contact entered on One School: _____ date	

OFFICE ONLY: Lead Teacher: _____ Administrator: _____

One School Date Entered: _____

Albany Hills State School – Non-Classroom Incident – MAJOR Referral (Level 3)

Student/s: _____ Date: _____ Time: _____

Referring Teacher/Aide: _____ Location: _____

RULE/S BROKEN: ____ **BE SAFE** ____ **BE RESPECTFUL** ____ **BE A LEARNER**

Has the student been provided with Level 2 Consequences::

Verbal Warning/ Rule Reminder Reflection Time (sit out for 5 minutes) Mediation

If the behaviour is ongoing after Level 2 consequences, document and put in the classroom teacher's pigeon hole. Classroom Teacher will determine appropriate action with an Administrator.

Description of Incident: NOTE IF URGENT SEND THIS TO THE CLASSROOM TEACHER IMMEDIATELY OR CONTACT AN ADMINISTRATOR

Sighted by Classroom/Specialist Teacher:

What was the reason for the behaviour?

- Obtain Peer Attention
- Obtain Item/Activity/Event
- Obtain Adult Attention
- Obtain Sensory Stimulation
- Obtain Instructional Task
- Obtain _____

- Avoid Peer Attention
- Avoid Item/Activity/Event
- Avoid Adult Attention
- Avoid Sensory Stimulation
- Avoid Instructional Task
- Avoid _____

ACTION & RECOMMENDATIONS

Classroom Teacher/ Principal / DP / HOSES / Lead Teacher: Student Engagement

- Re- classified Referral to a Level 2 (No ACTIONS or ONE SCHOOL Record)
- Class Time in Office Session: _____
- Restitution/ Mediation with Referring Teacher / Aide / student/s
- Individual Behaviour lesson
- Lunch time Detention - Blue Card NB: Student must complete a plan (stop/start)/ apology letter.
- Community Service
- Play Card – Reinforcing the expected behaviour with Silver Tickets. Play Plan _____
- Classroom Withdrawal/ Playground Withdrawal/ Withdrawal from an Activity No of days _____
- Discussion of emerging social skills issue with a support plan
- Referral to SSST recommended/ Behaviour Support Services Referral recommended
- Other _____ (ie exempted from activity, Level 4 consequence)

Parent Contacted: Ph / Meeting / Letter Record of contact entered on One School: _____ date

OFFICE ONLY: Lead Teacher: _____ Administrator: _____

One School Date Entered: _____

12. Approval

Principal

Chair of the School Council

Effective Date: 2016 to 2018