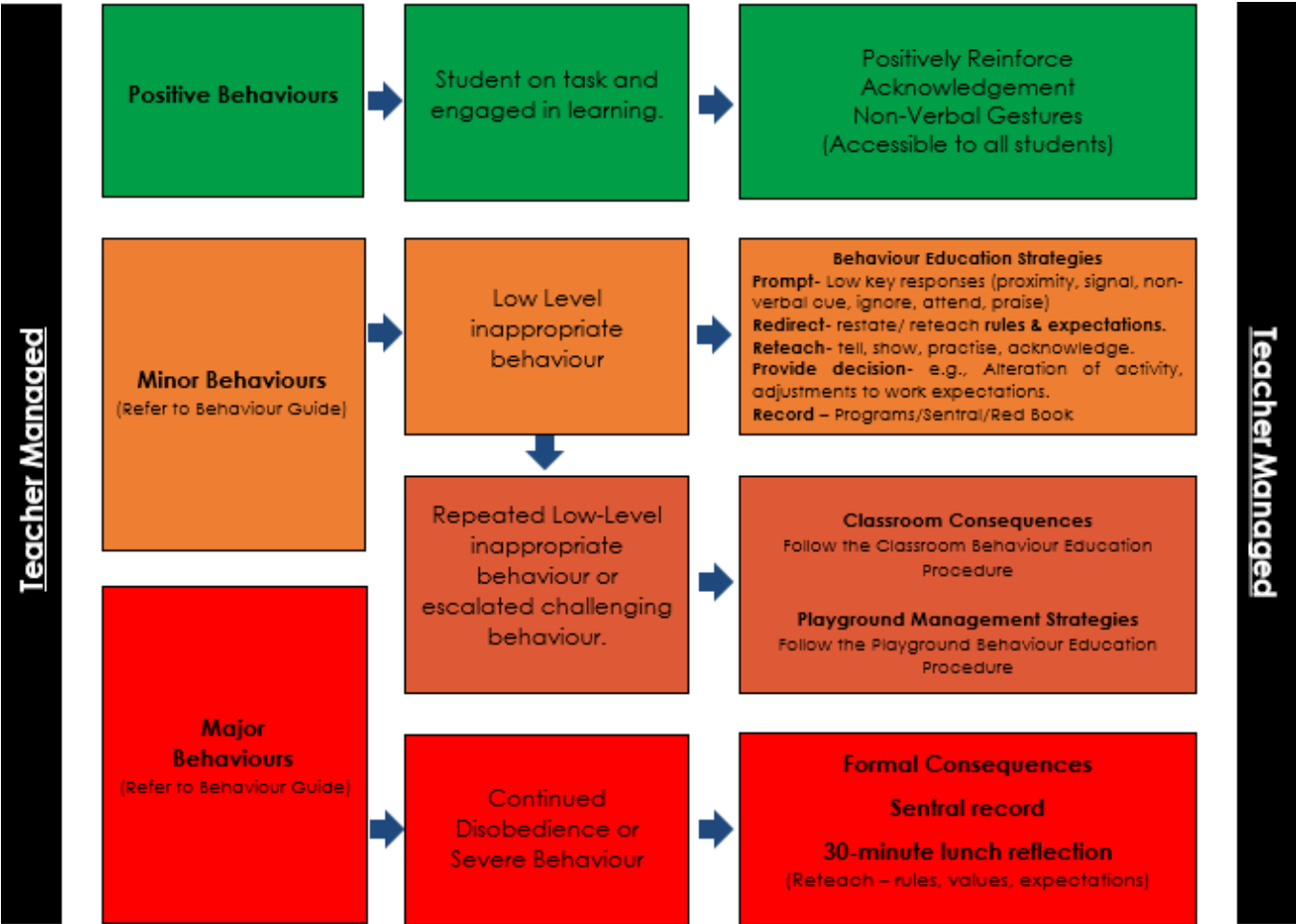


BEHAVIOUR GUIDE

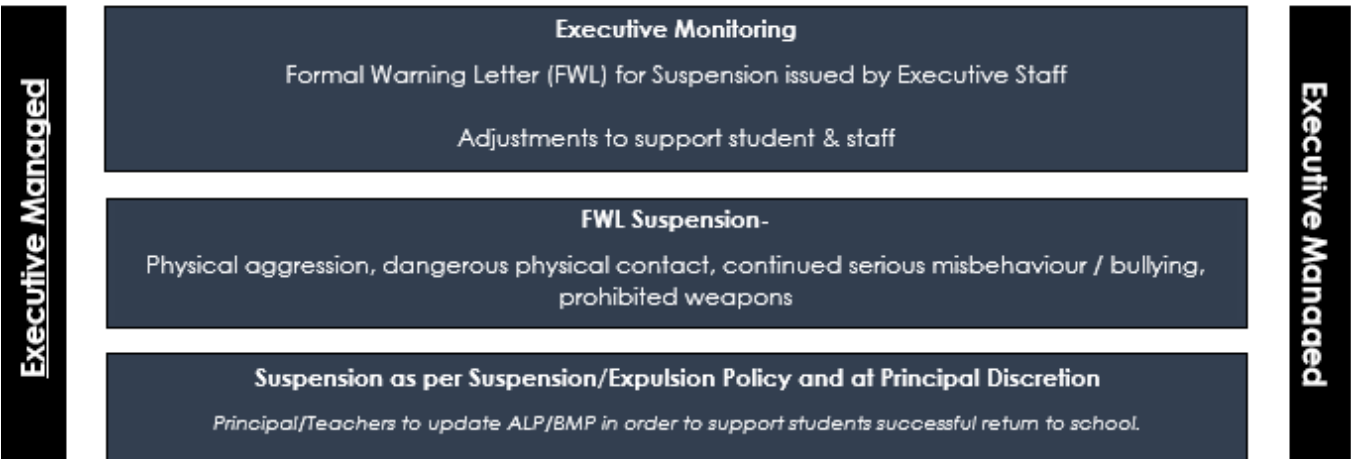
RESPECT	RESPONSIBILITY	SAEFTY
Students at Forest Hill Public School are expected to:		
Respect other students, teachers, staff and community members	Follow school and class rules and follow the directions of staff	Resolve conflict respectfully, calmly and fairly
<ul style="list-style-type: none"> • Treat one another with dignity • Speak and behave courteously • Cooperate with others • Develop positive relationships • Value others • Dress appropriately • Take care with property 	<ul style="list-style-type: none"> • Attend school every day • Attend school and class on time • Be prepared for every lesson • Actively participate in learning • Aspire and inspire to achieve the highest standards of learning 	<ul style="list-style-type: none"> • Model/Follow school and class expectations of behaviour • Negotiate and resolve conflict with empathy • Take personal responsibility • Care for self and others • Avoid dangerous behaviour
Minor Behaviours		
Classroom	Playground	
<ul style="list-style-type: none"> • Not following instructions • Touching others/property • Disrupting learning (i.e. distracting, talking) • Calling out • Refusing to work • Silly/inappropriate behaviour • Not caring for school equipment • Out of seat/moving around • Leaving room without permission • Verbal put downs (teacher discretion) • Argumentative • Teasing/Taunting others • Late to class • Extended absence from class • Dishonesty • Littering 	<ul style="list-style-type: none"> • Not following instructions • Touching others/property • Not caring for school equipment • Out of bounds • Littering • Silly/inappropriate behaviour • Rough play • Playing in toilets • Throwing sand • Ignoring bell • Playing on equipment (before bell) • Verbal put downs (teacher discretion) • Territorial play • Argumentative • Climbing trees/school property • No hat 	
Major Behaviours		
Classroom	Playground	
<ul style="list-style-type: none"> • Slander/Racism • Putting others in danger • Physical abuse toward students/staff • Graffiti • Verbal/written abuse toward students/staff • Swearing AT students/teachers • Subversive behaviour • Deliberate lying about serious issues • Deliberately damaging property school/others • Sexual inappropriateness • Patterned emotional abuse • Theft • Persistent defiance/Arguing • Possession/use of weapon • Misuse of technology • Bullying 	<ul style="list-style-type: none"> • Slander/Racism • Putting others in danger • Leaving school grounds • Graffiti • Inappropriate use of bathroom • Swearing AT students/teachers • Subversive behaviour • Deliberate lying about serious issues • Deliberately damaging property school/others • Sexual inappropriateness • Patterned emotional abuse • Theft • Failure to attend reflection • Possession/use of weapon • Physical abuse toward student/staff • Bullying 	

BEHAVIOUR EDUCATION CHART



Adjustments

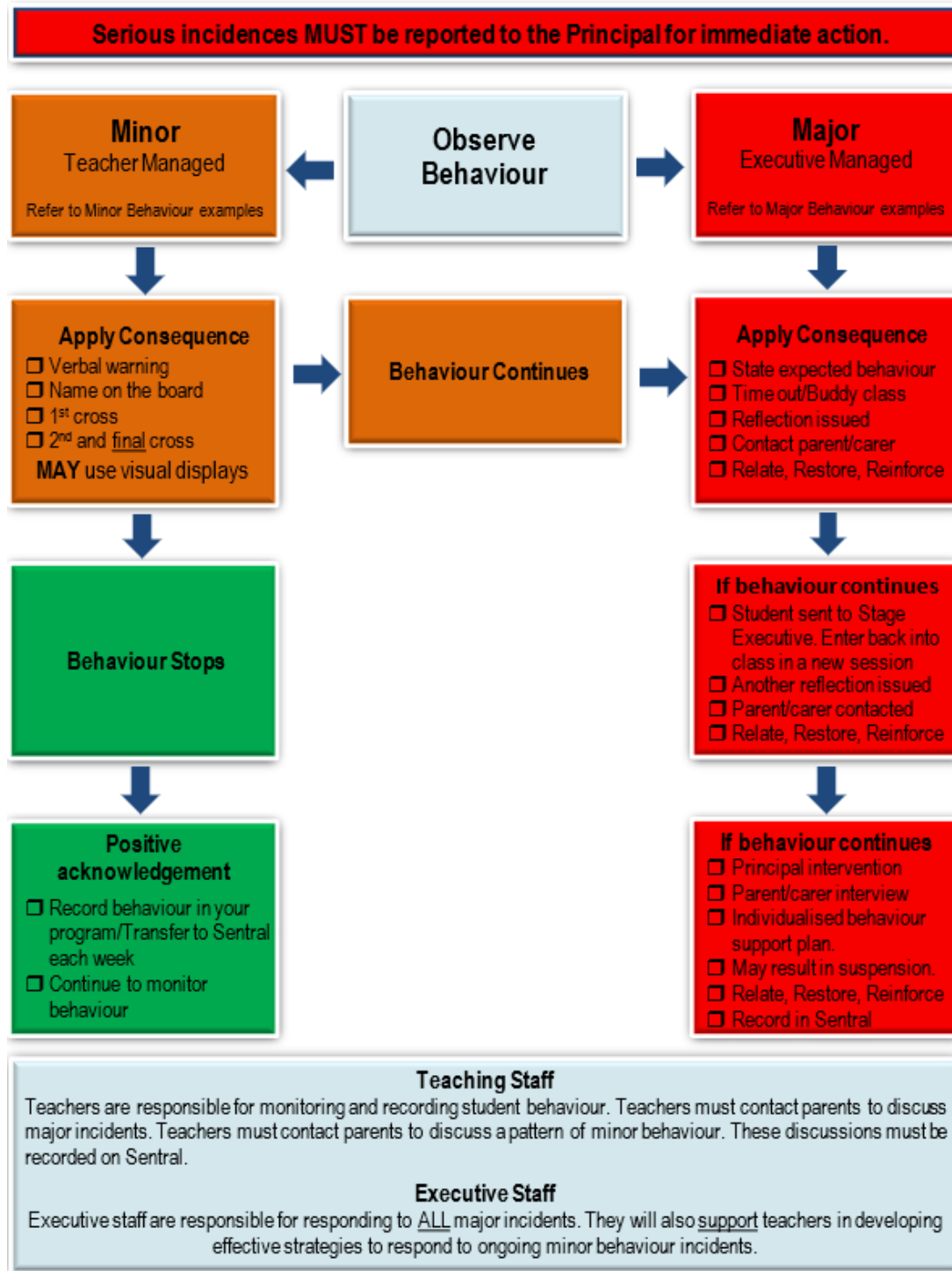
Parent Contact Student Meeting Visuals/ Timetable/ Timer Seating Arrangement Differentiated Tasks LST/Wellbeing Referral Behaviour Plan Accomodation



Relate, Restore, Reinforce

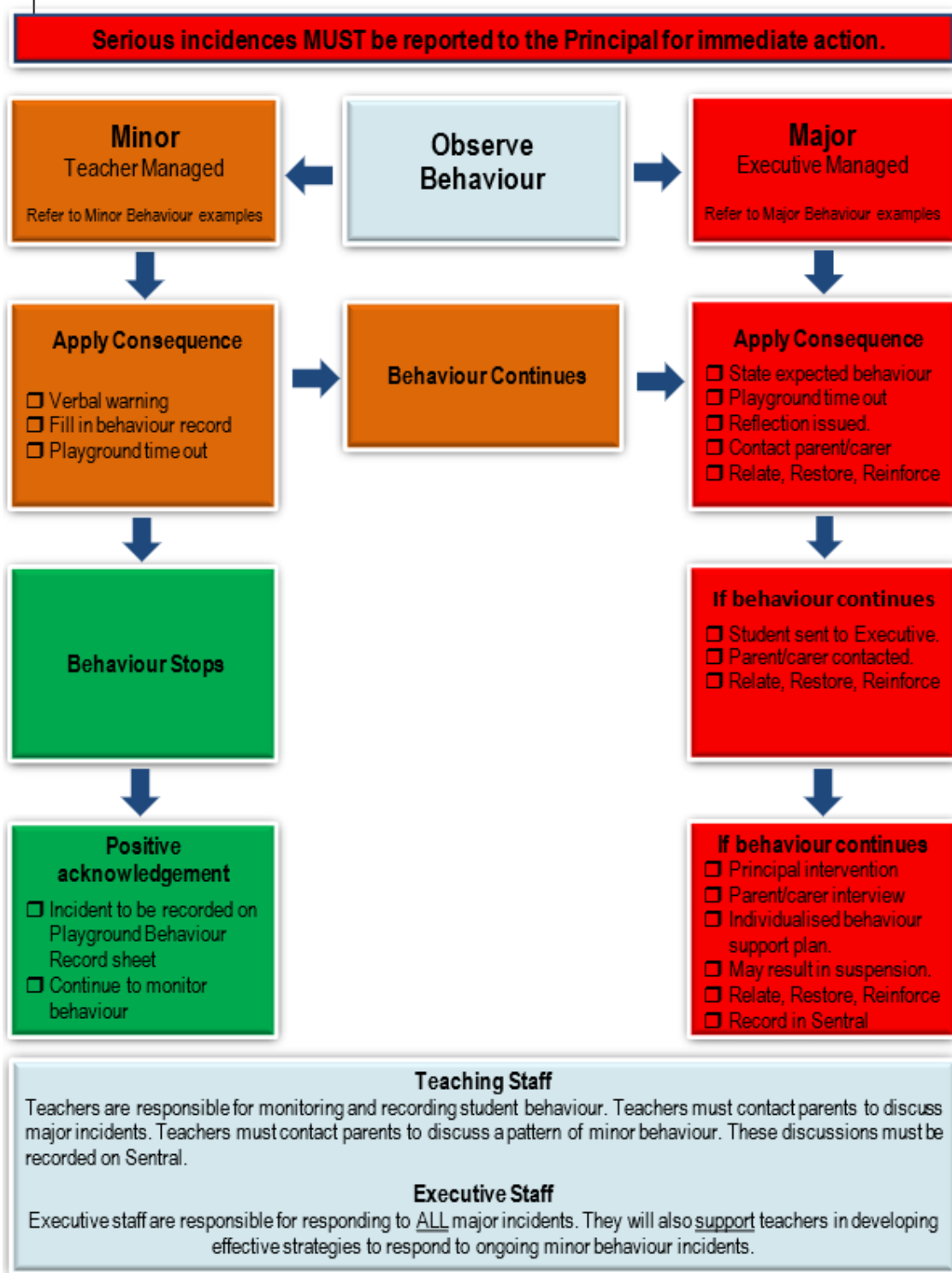
To ensure that we are providing our students with an effective and meaningful behavioural education, when responding to behavioural issues it is imperative that we **ALWAYS** seek to **RELATE, RESTORE** and **REINFORCE**. Staff **MUST** take the time to: develop meaningful relationships with students; deeply explore and investigate issues/concerns raised; provide positive guidance to support effective resolutions; restore and repair relationships after incidents; and maintain consistency when responding to **ALL** behavioural issues that arise.

CLASSROOM BEHAVIOUR PROCEDURE



Reflection/Detention: To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate consequence. Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time. If your child attends the reflection room, you will be notified via phone and/or email. It is also up to the discretion of individual teachers to direct student/s to remain in class for a portion of their lunch break to discuss behaviour expectations as well as to complete work that was left incomplete due to misbehaviour. This is a proactive strategy that is utilised as a means of avoiding an escalation to a formal reflection room.

PLAYGROUND BEHAVIOUR PROCEDURE



Reflection/Detention: To ensure the safety and wellbeing of all students and staff, as well as provide an educational environment where all students can achieve and succeed, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary to apply a fair, reasonable, and proportionate consequence. Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to reflect on their behaviour and make positive choices. The student is always supervised in the room by at least one adult and the student is not left alone at any time. If your child attends the reflection room, you will be notified via phone and/or email. It is also up to the discretion of individual teachers to direct student/s to remain in class for a portion of their lunch break to discuss behaviour expectations as well as to complete work that was left incomplete due to misbehaviour. This is a proactive strategy that is utilised as a means of avoiding an escalation to a formal reflection room.

PLAYGROUND BEHAVIOUR RECORD

Playground Behaviour Record											
Date	Name	Duty				Location				Detail	Consequence
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										
	Student:	M	R	L	A	Cola	Oval	Play	Lib		Warning Time Out Executive
	Teacher:										

Duty: M – Morning R – Recess L – Lunch A – After School

Location: Cola – Main Cola Oval – Sports grounds Play – Playground Equip Lib – Library

Playground Behaviour Record folders are stored in the front office. When on duty, staff will use these booklets to record minor behaviours that they were required to manage. Following each break, booklets are returned to the office. Administration staff will transfer these records to Sentral at the end of each day. This process ensures that minor playground behaviour incidents are recorded and communicated appropriately. If duty staff have observed a major incident, it is the teacher on duty who is responsible to formally record and follow-up the incident.