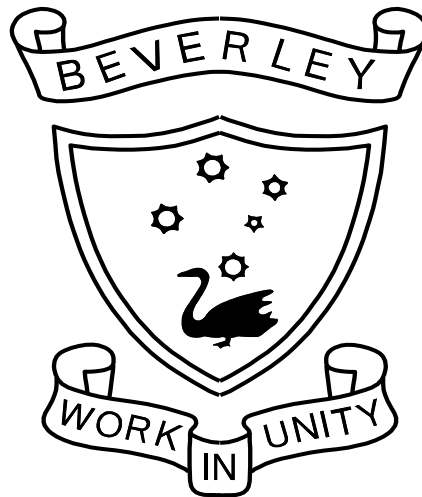


Beverley District High School



Behaviour Management Policy

Discipline Procedures

School Rules

BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

The school's Behaviour Management and Anti-Bullying policies and procedures are agreed to by the staff, parents and students to enable all to feel confident and protected to carry on with our respective tasks. The policy must have provision for prevention as well as dealing with consequences.

PURPOSE

• In unity, nurturing life and learning for the future

Maintaining a positive learning environment is an essential component in Beverley DHS's purpose. For the nurturing of life skills and learning for the future, students need to attain an understanding of themselves, their place and their role in our community.

This means that we continue to have students, parents and staff working together to make all learning opportunities as effective as possible. Working together requires mutual respect and trust, as well as behaviour which demonstrates caring for each other.

RIGHTS

Everyone in our school community has the right to:

- Teach and learn without disruption.
- Be treated with courtesy and respect.
- Work in a safe, secure and clean environment.
- Achieve their potential and be proud of this.
- Have their property respected.

RESPONSIBILITIES

Everyone in our school community has the responsibility to:

- Ensure that teaching and learning proceed without disruption.
- Show respect and courtesy to others.
- Help keep our school clean, safe and secure.
- Try hard, help others to do the same and bring credit to the school and community.
- Respect student, staff and school property.

CODE OF CONDUCT

Our School rules are designed to protect the rights of individuals in the school and develop responsible social interaction.

Students are expected to:

- be punctual
- be prepared for all lessons
- work hard at all times
- show courtesy and respect for others
- behave in an orderly manner
- carry out teachers' instructions promptly
- keep their school clean, tidy and in good condition

VALUES

The values that need to be incorporated throughout the teaching and learning program:-

- Respect for self, others and the environment.
- Commitment to learning and to each other
- Honesty, truthfulness and open communication.
- Confidence to tackle all challenges
- Resilience to cope with life situations.

The school will endeavour to help students develop the following set of Values throughout their learning opportunities.

- A pursuit of knowledge and a commitment to achievement of potential.
Each student will develop a disposition to lifetime learning. They will strive to understand the natural and social worlds and how best to contribute to these worlds. Each student will be encouraged to achieve to his or her potential in all respects.
- Self-acceptance and respect of self.
Each student should acknowledge his or her uniqueness and be encouraged to develop self-respect and dignity. Each student is to be responsible for his or her own conduct.
- Respect and concern for others and their rights.
Each student has the right to receive care and compassion, free from harassment and discrimination. Each student should strive to work cooperatively and to resolve conflict peacefully while respecting differences.
- Social and civic responsibility.
Each student needs to participate in and contribute to community services. Each student should respect legitimate and just authority structures.
- Environmental responsibility.
Each student should develop an appreciative awareness of all elements of the environment and develop respect and concern for Australia's natural and cultural heritage.

These values are fundamental to the Curriculum Framework and the Australian Curriculum. Students' development in these values will be assessed each semester. They will be added to secondary students' reports.

The school will provide programs and activities that will explicitly provide opportunities for students, at their point of need, to develop the attributes associated with the set of values.

We will encourage students to demonstrate the important role self discipline plays in applying a sense of values.

The school's Behaviour Management Policy will reflect strategies and programs that enhance the development of the values. The school's Values Plan will outline the strategies and programs to be undertaken.

Overriding Expectations

These rules will provide the guidelines for the standard of behaviour expected.

1. **Permission.** Students must have permission to enter or leave the classroom, the school premises and any other school based area.
Students will remain in correct areas as designated. They will avoid restricted areas within the school grounds, or when at other locations during school based activities.
2. **Manners.** Students and staff must use appropriate manners when interacting with members of the school community.
The practice of good manners is essential in developing respect of themselves and of others.
3. **Respect.** Students and staff are to treat and interact with all school community members in a respectful manner.
Verbal abuse, harassment and teasing will be viewed as bullying.
4. **Personal Safety.** Students and staff are to conduct themselves in a manner that ensures the well-being and safety of themselves, other students or school staff.
Students are not to engage in physical confrontations, physical contact or make physical threats towards staff or other students. They are not to engage in the use of illegal substances. Students are not to put themselves or others in danger.
5. **Obedience.** Students are to carry out appropriate given instructions within a reasonable time.
Students are expected to carry out instructions promptly and in a manner that addresses the requirements.
6. **Participation.** Students are to participate appropriately in lessons and allow teachers to teach and students to learn.
Every student has the right to learn and every teacher has a right to teach. Students are not to disrupt the learning and teaching programs and are required to participate in all designated programs.
7. **Care of Property.** Students and staff are to treat their own personal property, the property of others and school property with due care and respect.
Students are expected to be responsible for their personal items and must show due care of their items. Students are not to steal, damage, misuse, vandalise or litter property. Students who bring electronic equipment to school are to bring it to the office as per Electronic Policy.
8. **Dress Standard.** Students and staff are to dress in attire that conforms to the school dress code and addresses health and safety regulations.
*Students are expected to wear the school uniform.
Students are expected to wear attire that allows them to participate in all learning activities.
Shoulder length (or longer) hair needs to be tied back at all times.*
9. **Punctuality.** Students are to be punctual to school and to class.
Students need to be at their class at the commencement of lesson times

DEVELOPMENT AND ENCOURAGEMENT OF GOOD BEHAVIOUR

WHOLE SCHOOL

The school intends to encourage and develop positive behaviour within the school through the following means.

1. **Expectations.** Students, staff and parents need to have a clear understanding of the behaviour requirements and standards throughout the school and in each classroom. The school rules and code of behaviour need to be attended to on a regular basis.
2. **Behavioural Programs.** The school will conduct programs that develop appropriate behaviour and understandings within the guidelines of the Curriculum Framework and Australian Curriculum Values.
3. **Participation and Enjoyment.** Students who develop behaviour in accordance with the required standard will enjoy their time at school and will participate fully in all learning experiences. The school will continually develop programs of learning catering for all students.
4. **Recognition of Appropriate Behaviour.** The school will acknowledge students who behaviour in the required manner and provides examples of the way in which students should behave so that there is a positive, caring atmosphere throughout the school. This will be done through presentations of certificates and achievement of incentives.
5. **Class Incentives.** School Staff are expected to develop a Class Behaviour Management Plan that incorporates incentives and acknowledgement of students who adhere to the school's expectations.
6. **Faction Incentive Cards.** Students who display and promote acceptable standards of behaviour will be rewarded with Faction Incentive Cards. The cards will be issued by teachers over a ten day period. The cards will be collected and used to provide a faction total.
7. **Incentive Draw.** Students who receive a Faction Incentive Card are eligible to go into the Incentive Prize Draw which will be conducted at each school assembly. Students whose names are drawn are entitled to a prize.
8. **Reward Activities.** Reward Activity Sessions will be available for students who have behaved in the appropriate manner during that period. Students will be able to select from a range of sporting, art and technology activities.
9. **Consistency.** The school needs to be consistent with recognising what is appropriate behaviour and what is not, and also in the issuing of consequences.

CLASSROOM

Staff are expected to develop their own positive rewards for good behaviour within their classroom. Staff may choose strategies that incorporate group and individual systems. A copy of class rules, rewards and consequences is to be submitted to Administration by the end of week 1 each term for each teacher.

Rewards may include

- Verbal praise, stamps, stickers.
- Individual and/or group points.
- Small prizes, both individual and group.
- Visits to the Principal or Deputy with examples of good work.
- Merit Certificates.

CLASSROOM DISCIPLINE

The majority of classroom discipline relies on the teachers and students establishing a purposeful and positive learning environment. Good work and behaviour will be recognised and encouraged in a variety of ways at the discretion of the teacher and the class. Teachers will set up class rules and a system of rewards and consequences.

Minor breaches of rules should be dealt with by reminders and verbal warnings followed by removal to the 'Buddy Class' to complete the 'Thinking sheet' (document attached).

Teachers may invoke suitable consequences as part of their own class discipline plan which needs to be based upon Restorative Justice.

Teachers must be sure that any consequence for misbehaviour falls within the Department of Education guidelines and follow the Restorative Justice process.

Teachers will contact parents in the event of their child being sent to buddy class, or for detention. Various documents are attached for teachers to use in order to document incidents of misbehaviour.

ASSISTANCE FOR SUPPORT TEACHERS

Support Teachers are to manage class behaviour according to their own classroom management strategies. If the behaviour warrants the attention of the class teacher (in-class isolation / buddy room) a Blue Slip is sent back to the class teacher. Any severe misbehaviour requires a Yellow Slip and the removal of the student to administration.

SERIOUS/PERSISTENT MISBEHAVIOUR

If the misbehaviour is of a serious or persistent nature then the student will be issued with a Yellow Form that foregoes the initial steps and moves directly to Administration for support and action.

CONSEQUENCES (*documents attached*)

When a student is withdrawn from class a series of consequences may be undertaken.

- Student to spend time in a Buddy Teacher room.
- Student to spend time in isolation under supervision.
- Student to spend the day at in-school suspension.
- Student to be given out of school suspension.

When the student is withdrawn from class he/she should have tasks that need to be completed for the period that he/she is out of class. The teacher needs to provide these tasks. It is expected that students will negotiate their re-entry into the classroom with their teacher.

PARENT/CARER CONTACT

Parents/carers will be notified **in writing** for any behaviour resulting in their child receiving a Yellow Slip (serious misbehaviour). Furthermore parents/carers will be contacted by a member of administration, or delegate, should their child/ren be involved in a situation resulting in a physical injury and/or emotional distress.

CONSEQUENCES - IN CLASS MISBEHAVIOUR

Teachers must work through their class discipline plan before referring students to the school administration unless dealing with a severe breach of discipline.

If the class discipline plan includes a period of detention, then the detention period needs to be carried out by the teacher within their classroom (document attached).

Students may not be sent out of their class during lesson times without appropriate Duty of Care being undertaken.

If, as a consequence according to the class rules, teachers will decide whether students have to report to administration for further consequences (documents attached).

For any serious breach of discipline, teachers must inform the administration as soon as possible.

A reporting form (document attached) needs to be completed as soon as possible and delivered to the Deputy Principal or Principal to investigate and conduct behaviour modification with students.

If teachers wish to detain students to complete work then this is a class issue and must be resolved in the classroom. Teachers who have students doing schoolwork during recess periods must supervise those students.

Any student sent to Administration needs to have paperwork to fully explain the situation.

CONSEQUENCES - OUT OF CLASS MISBEHAVIOUR

There will be a bench system for those breaches of behaviours, which are deemed not severe.

Teachers are to place students on a bench for a nominated time (at teacher's discretion) and are to make sure students do the time. The teacher applying this penalty has the duty of care for this student.

If students cannot do the bench-time, or the breach of behaviour is deemed severe, then they will be given a period of isolation out of the playground. This isolation needs to be forwarded to Administration where the students will be counselled through the Restorative Justice process (documents attached).

In the case of severe misbehaviour, the student may be suspended (documents attached).

In the case of a student not handing a mobile phone or iPod in at the front office it will be confiscated. On the second occasion this occurs, it will only be returned when the parents collect it from the Principal.

RESTORATIVE JUSTICE QUESTIONING

As a consequence of misbehaviour or bullying, students should be counselled through the Restorative Justice process by being asked the following questions:

Restorative Questions 1:

When things go wrong

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do make things right?

Restorative Questions 2:

When someone has been hurt

What did you think when you realised what had happened?

What impact has this incident had on you or others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

SUSPENSION

- Suspension will be applied for serious misbehaviour. This applies to either class or playground misbehaviour as per Department of Education Guidelines.
- It will take the form of either **In School** or **Out of School** suspension.
- **In School Suspension** is where the student spends a day or more at school, but works in the office area and is excluded from other students for that time (including separate recess and lunch breaks). Teachers are asked to provide appropriate work for the student. Students are expected to negotiate re-entry into their class group (documents attached).
- **Out of School Suspension** is where the student spends a day or more at home. This form of suspension requires the school to notify Regional Office and therefore must fall within the categories listed by the Education Department. The school will only use this form of consequence for very severe and/or continuous misbehaviour. Students, with their parents, are expected to negotiate re-entry into both the school and their class group (documents attached).

Teaching staff will be notified by Administration of any out of school suspensions.

- At the completion of the suspension period the student should meet with the appropriate staff member to discuss ways of improving the behaviour and making sure there is a clear understanding of what needs to be done. Students may be placed on a behaviour monitoring system where they are required to carry a behaviour monitoring sheet from class to class (document attached).

PLAYGROUND BEHAVIOUR

- Students are to be seated for the first 15 minutes of the lunch break. Year 1 - 10 students are to eat their lunch in the undercover area.
- The library will be open on nominated days during the week.
- There will be social game activities organised for students on nominated days - run by the Student Council.
- Areas of play to be clearly defined.
- Three teachers on duty. (This does not include teachers on library duty).
- Teachers on duty must patrol diligently and be on time.
- Students are not to continue to play games when the siren has sounded.
- Students are not to indulge in activities that involve physical contact. Play fighting is not permitted.

BULLYING

WHAT IS BULLYING?

Bullying is any act that causes hurt or fear in another person. It may be,

- deliberate and systematic or a result of thoughtlessness.
- a physical attack on the person or their property.
- verbal teasing or insulting.
- indirect such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student.

Those who bully, target their victims and badger them over and over again.

BULLYING FORMS

We can simply define bullying as “unprovoked aggressive behaviour”, deliberately inflicted by someone of greater power on someone of lesser power. It can be,

- **PHYSICAL:** Includes repetitive low level hitting, kicking, pinching, pushing tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property.
- **VERBAL:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **PSYCHOLOGICAL:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual’s reputation and sense of safety.
- **RELATIONAL:** Usually involves repeated ostracising of others by leaving them out, or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another’s personal information.
- **CYBER:** Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and social websites to engage in the bullying of other individuals or groups. The technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **BYSTANDERS TO BULLYING:** Bullying also involves the concept of “bystanders”. A bystander who sees bullying or knows about it, but they are not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. The whole-school community at Beverley DHS needs to be aware of their roles in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member at the school can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of bullying. This includes reporting bullying. Bystanders are encouraged to report to someone who can help. This could be a teacher or school administrator.

THE SCHOOL POSITION ON BULLYING

At Beverley DHS, every person has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps are necessary to stop such behaviour.

Each child at Beverley DHS has the following rights:

- To be treated with respect and kindness;
- To feel safe in their school environment;
- To be an individual at their school;
- To express their opinions (in a respectful manner);
- To be valued and respected for their individual strengths and weaknesses; and
- To report incidences of bullying to themselves and fellow students.

IT'S OKAY TO TELL

One of the biggest obstacles to overcome in dealing with bullying in the schoolyard is that students are often afraid to tell their teachers or parents they are being bullied. Common concerns include:

- It's 'dobbing';
- The students who bully may take revenge;
- The student may think that nothing will be done or that no one cares;
- The student may believe, or hope, that it will just go away; or
- The student may think that no one will believe them.

THE RESPONSIBILITIES

Teachers:

- Will act as role models of caring and tolerant behaviour.
- Will listen to reports of bullying.
- Will protect the victim of bullying from further harm.
- Will act to stop the behaviour reoccurring.

Students who are bullied:

- Will speak to their teachers, leaders and nominated peers and give them full details of the incident.

Student witnesses to bullying:

- Will intervene if they are able.
- Will immediately seek staff assistance if they can't Intervene.

Parents:

- Will listen sympathetically to reports of bullying.
- Will speak to the relevant school personnel.
- Will work with the school in seeking a permanent solution.

Person identified as bullying others:

- Should be counselled through the Restorative Justice process using a 'No Blame Approach' by a class teacher, administration staff or psychologist.

EARLY INTERVENTION STRATEGIES TO IMPLEMENT

- Administration and Staff are to inform a student of what bullying involves and are to clearly articulate that it is not acceptable behaviour.
- Students to participate in anti-bullying programs.
- The development of effective bystander behaviour through the curriculum.
- Identifying early signs of relationship issues within year groups and across the school (eg class meetings and social problem solving).
- Proactive teaching of pro-social behaviour to identified students.
- Actively providing other options for individual students experiencing unsafe areas or times at the school.
- Referring identified students to appropriate specialist support staff.
- Assisting in repairing and rebuilding trust and relationships between identified students and others.
- Providing students at risk of being targeted, or those who demonstrate bullying behaviour, with access to specialist/pastoral care staff.
- Setting up buddy systems for vulnerable students.
- Using whole school behaviour management strategy methods for identified students, eg friendly reminders of appropriate cooperative behaviours
- Identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require target programs.
- Active drama presentations by the Student Council and interested staff, to be used at assemblies to reinforce anti-bullying message.
- That staff supervision remains diligent and staff are to be consistent in dealing with bullying incidents.
- That parent communication is maintained.
- Values are an integral part of planning for classroom teaching and learning.
- Values programs such as You Can Do It, Rock and Water, Choose Respect, Virtues etc are to be developed.

PROACTIVE PROCESSES

Teaching Social Skills

All staff have a responsibility to teach, model and reinforce social skills and respect for others that will help the students deal with difficult situations. Skills such as being assertive, learning to say “no” and ignoring inappropriate comments, can be useful in helping a child deal with bullies.

Staff Supervision

Staff should note their duty of care role in their supervision and ensure they comply with this. Staff should also ensure they are at class on time and actively supervise during lunch and recess breaks.

Parent Communication

It is vital that parents and staff communicate with each other if there are any concerns about bullying. Parents will be made aware of the School Behaviour Management and Anti-Bullying Policy and the consequences for bullying.

CONSEQUENCES FOR BULLYING

The consequences for bullying are outlined in the Department of Education's Behaviour Management in Schools Policy and Procedures. The BMIS and Bullying Policy at Beverley DHS, which has been developed by the staff and endorsed by the School Council details the management of student behaviour according to procedural fairness while being culturally sensitive and responsive to the specific parent or student needs. In cases of bullying, the school will work through the identification and reporting processes and consequences of bullying. Where the bullying involves severe incidents, immediate Behaviour Management consequences will be applied.

Identification of Bullying Incidents:

Teachers will teach a curriculum that involves strategies for the victims and bystanders of bullying to 'tell someone' about the bullying in the school. Students will be encouraged to speak out against bullying and be supported by the school. It is important that staff are diligent in their tracking of internet use to quickly identify cyber bullying. Teachers on duty are to be diligent in their observations of playground behaviour and report any sightings or suspicions of playground bullying to the next duty teacher and appropriate classroom teacher/s.

If a staff member is to identify a bullying incident they should feel confident in their ability to deal with them as they occur. Staff are asked, for minor bullying incidents to deal with them at a classroom level or playground level as they arise. The same approach is taken to all bullying incidents within the school where the teacher is to counsel the students through a Restorative Justice process and following the "No Blame Approach".

Should a staff member identify a serious bullying incident it should be referred to Administration immediately.

Reporting of Bullying Incidents

Minor bullying incidents should be recorded in anecdotal notes and should the teacher feel it necessary to contact parents, they should do so (parent contact form must be completed and filed in student file).

Any bullying incidents should be discussed and noted during DLT meetings so that all staff are aware of potential incidents in class or in the playground.

If it is a major bullying incident it should be directly referred to administration in which case an incident report (document attached) would be completed and delivered to the Administration Staff, with the students.

Recording of Bullying Incidents:

All bullying incidents that occur in the playground should be recorded on a yellow slip. These are provided in the staffroom.

Incidents that occur within the classroom should be recorded in anecdotal notes and kept in student files along with any documentation from Administration involving the incident.

All documentation of major bullying incidents (incident report attached) will be kept in student files and central files.

Responding to Bullying Incidents:

Step One. The “No Blame” Approach:

The students involved in a bullying incident, including the bystanders and colluders, are interviewed and informed that the school is aware of the incident and that their cooperation to prevent further incidents is expected.

This approach follows a process in dealing with a bullying situation. The process attempt is to bring about change through the development of values such as empathy, consideration and unselfishness, and without the accusation of blame and punishment.

Step Two. Warning:

If the No Blame Approach is unsuccessful in bringing about a change, the students involved will be provided with an official warning. They will be told what the evidence is and the consequences that will be implemented immediately. Parents will be notified at this stage.

If a group of students are involved, then each will be interviewed separately. They are told what the evidence is and what the consequences will be if it continues. The consequences will be implemented immediately if they seek revenge on a student directly or through other students. Parents will be informed at this stage. The victims are informed of the situation and about the consequences imposed on the student who has bullied.

Step Three. Consequences:

Detention (on one or multiple days during recess and lunch times)

Withdrawal from class and an interview with the parents of the bully.

Suspension following the guidelines in the BMIS policy

A severe clause is imposed if the case of bullying is serious enough to ‘fast-track’ the consequences to suspension.

The Case Management of students Involved in Bullying Incidents:

Students involved in bullying incidents will be primarily monitored by their classroom teacher and other teaching staff. They will also be part of an overall bullying monitoring system where the Administration Staff monitor bullying incidents within the school. The following strategies may be used to aid in the monitoring of students at risk:

- Actively providing other options for individual students experiencing unsafe areas or times at the school.
- Referring identified students to appropriate specialist support staff.
- Proactive teaching of pro-social behaviour to identified students.
- Providing students at risk of being targeted or those who demonstrate bullying behaviour with access to specialist/pastoral care staff.
- Setting up buddy systems for vulnerable students.

PLANNING, MONITORING AND REVIEW

The school will monitor, assess and review the effectiveness of the structures, strategies and programs in place to address behaviour management through monitoring the number of incidents within the school, tracking and interviewing students involved in incidents.

The school plan will incorporate the teaching of core values within classrooms.

Administration Staff will identify resources that are available for staff to access that may be utilised for early intervention.

Behaviour management programs will be incorporated into the school plan to target individual problems within the school and will be reviewed throughout the year.

SOME IMPORTANT INFORMATION FOR STAFF

TEACHER RESPONSIBILITIES

The role of the teacher is to build positive relationships with students to promote an effective learning environment.

The student may participate in the “go the office” choice, however the fact remains that when the student returns to the classroom it is the teacher who must deal with the relationship building.

ADMINISTRATOR RESPONSIBILITIES

The role of the administrator is to assist the teacher to build positive relationships with students so that an effective learning environment can be established- not to deal with all behaviour incidents and punish.

EXAMPLES OF BEHAVIOURS WHICH IDENTIFY SUCCESSFUL TEACHERS INCLUDE:

- They use fun and humour as part of their teaching.
- They are fair and consistent in their discipline procedures.
- They treat each student with respect and as an individual, remembering names and background details and taking time to greet them on an everyday basis, not just when there is a problem.
- They share information about themselves with students and so facilitate building relationships with students.
- They communicate high but realistic expectations of all students.
- They don't shout/yell or “go on about things”.
- They are enthusiastic about what they teach.
- They make their curriculum relevant to their students' lives by firstly finding out what happens in the lives of their students.
- They have an experimental approach to trying out new teaching strategies whilst also being analytical.
- Students feel that they can go to them when they have a problem.
- They assist each student to become more independent.
- They encourage high levels of parental involvement with school, but don't over focus on family factors as explanations.
- They have multiple learning tracks for each student, which they constantly modify in the light of new information.

**BEHAVIOUR MANAGEMENT
ATTACHED DOCUMENTS**

- A. 5 Step Behaviour Management Plan
- B. Student Behaviour Referral Form (*yellow slip*)
- C. Buddy Room Think Sheet PP- Yr 3
- D. Buddy Room Think Sheet Yr 4-10
- E. Notice of Behaviour / Letter of Concern (available on Integris)



Behaviour Management Plan



Classroom - Step One: Warning (Within classroom)

Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately they do something appropriate.
Using in class management strategies.



Step Two: Formal Warning

Reinforce the classroom rules with the student
In class management strategies.



Step Three: In Class Isolation

Teacher to discuss ways to solve behaviour with student after 'cool off' period.
In class consequences and management. – Consider informing parents



Step Four: Time Out- Removal to another class

Work provided and note for class teacher. Teacher informs parents via note and/or contact parents by telephone. Entry into Integris by teacher.

May consider a lunch detention as appropriate alternative in some instances.



Step Five: Administration involvement (detention, in-school isolation) Yellow Slip

Parents contacted. Student completes work supplied by teacher and/or Think Sheet. Entry onto Integris.

Examples of Severe Clause offences

- Physical assault of a student or teacher.
- Verbal abuse of a teacher or student.
- Damage to property
- Intimidating behaviour

Please Note:

Please tick the corresponding boxes on the Yellow Slip as you progress through the necessary steps. Feel free to add details on reverse.

Please ensure you have an effective positive reward system implemented in your classroom.

BEVERLEY DISTRICT HIGH SCHOOL
STUDENT BEHAVIOUR ADMIN REFERRAL

Name: _____ Year: _____ Room: _____

Date: _____ Time: _____ Referring Teacher: _____

- Classroom
 Playground (Area _____)

	Description		Description
	Physical assault or intimidation of Staff/Students		Damage/interference to school property
	Verbal abuse of Staff/Students		Interfering with other students' property
	Non-compliance to instructions		Inappropriate language
	Disruptive in class/Interruption to learning		Other:

Details: _____

Admin Consequence:

	Detention	Recess	
		Lunch	
	Letter of Apology		
	Classroom Withdrawal		
	In-School Suspension		
	Suspension		

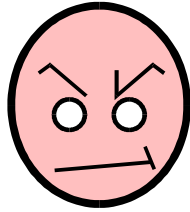
Admin Comments:

Admin Signature: _____

BDHS Working It Out Buddy Room P-3

Name: _____ Year: _____

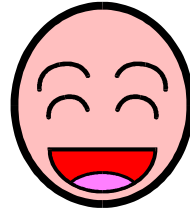
This is how I feel.



ANGRY



SAD



HAPPY

Draw or write what happened

An illustration in the top-left corner of the box shows two hands using a marker to draw a diagram on a piece of paper. The diagram includes a circle with a plus sign, a star, and a Greek letter sigma.

Why did I do this?

2. Why did I do this?

Was I trying to get attention from the teacher?	Yes/No
Thought I could not do the work?	Yes/No
Was I bored?	Yes/No
Did I need to ask for help?	Yes/No
Was I trying to show that I was angry?	Yes/No

3. Is there any other reason why I behaved the way I did?

What will I do next time?

Student Name _____
Referring Teacher _____
Signed _____
Time Sent _____
Referred To _____

Beverley District High School

Working It Out – Buddy Class Yrs 4-10



Student: _____ Teacher: _____

Year: _____ Time: _____ Date: _____

1. What did I do that got me into trouble?

4. How did your behaviour affect others?

5. What could you have done to avoid being sent here?

4. What I think I should do to fix things up or work things out

Teacher's signature: _____ Date: _____

Student's signature : _____

Parent's signature : _____

Parent Comment (optional)
