

Thirlmere Public School's Behaviour Response Management Plan

Policy Statement: The Thirlmere Public School behaviour management system aims at providing a whole school approach to managing positive and inappropriate behaviours. Our vision is to provide quality education in a creative and caring environment where we encompass the values of being a safe, respectful learner. Our purpose is to provide students with the skills and attitudes to become lifelong learners that are able to function successfully in a dynamic and changing world.



RATIONALE

At Thirlmere we believe that our Behaviour Management Plan should highlight and celebrate the positive, be transparent with clear expectations that are balanced, effective and explicitly communicated.

The behaviour management plan will maintain fairness and consistency between rewards and consequences that is (the same) across the whole school. Through the concerted efforts of school staff, parents, students and community members the core values, processes and practices identified within the school's PBL plan will become embedded into the school culture. The actions outlined in this policy will reward students for appropriate conduct and help eliminate inappropriate behaviour by providing proactive methods to positively direct the child's behaviour.

IMPLEMENTATION

Our Behaviour Management Plan will be introduced at the start of each year during Learning Conversations. All new enrolments will receive a School Booklet on the Behaviour Management Plan, so they are aware of the rewards and responses of actions. Incidents must be recorded on Sentral to allow data driven information to be used to track and effectively manage student behaviour.



BEHAVIOUR EXPECTATIONS

Thirlmere has three main values that summarise our code of behaviour. These are being a safe, respectful learner. Students are explicitly taught these behaviour expectations for Classroom Expectations inside and outside the classroom.

The NSW DOE [Behaviour Code](#) for Students. This document is also available in multiple languages here: [Behaviour code for students](#).

Click on the link to access [Thirlmere Public School's Anti – Bullying Plan](#)



Stay Safe, play safe



Respect yourself and show respect for others



Let yourself learn and do your best



Thirlmere Public School's Student Rights and Responsibilities

SAFE

Rights

You have the right to feel safe and secure at school

This means:

- ✓ teachers will supervise you in all areas including the classroom and playground
- ✓ teachers will enforce the school rules to keep you safe
- ✓ you will not be made to feel unsafe by other students and will be given strategies to deal with bullying or misbehaviour, if it occurs
- ✓ you will practise emergency procedures regularly

Responsibilities

You have the responsibility to make our school a safe and friendly place

This means you:

- ✓ follow school rules in all areas
- ✓ listen to teacher's instructions and directions
- ✓ report any misbehaviour or bullying to teachers
- ✓ use equipment and resources carefully
- ✓ follow safety instructions in case of emergency

RESPECTFUL

Rights

You have the right to feel respected at school

This means:

- ✓ students and teachers will treat you kindly and speak to you respectfully
- ✓ teachers and students will welcome your participation in activities
- ✓ you will not be judged and will be accepted regardless of your differences
- ✓ teachers will listen and hear my side of the story

Responsibilities

You have the responsibility to respect and accept students, staff and parents

This means you:

- ✓ are friendly and caring towards others and consider their feelings
- ✓ include others in activities and games
- ✓ be polite and use appropriate language
- ✓ accept the decision made by staff when all sides have been investigated
- ✓ act responsibly and sensibly when representing the school

LEARNER

Rights

You have the right to a quality education at school This means:

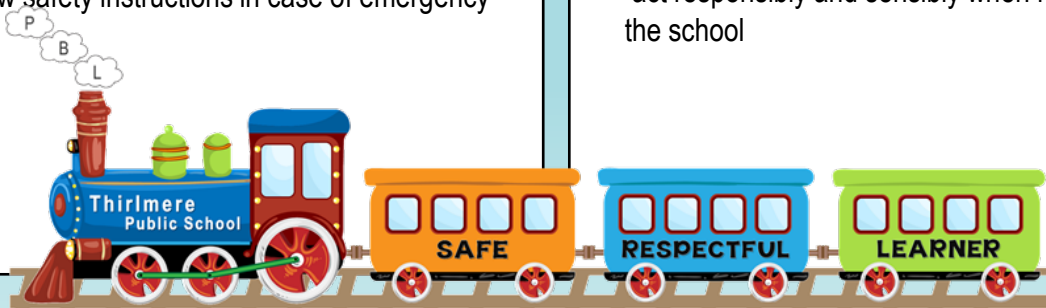
- ✓ our classroom will be organised with work provided to you at your level of learning
- ✓ your learning area will be settled and well structured so that you are able to concentrate
- ✓ teachers will listen to, and respect, your opinions
- ✓ the learning activities given to you will be stimulating, varied and achievable
- ✓ you will be accepted for your individual learning ability
- ✓ teachers will acknowledge you for doing the right thing and being a good school citizen

Responsibilities

You have the responsibility to work to the best of your ability

This means you:

- ✓ try your best to complete the work that is given to you
- ✓ allow others to work to the best of their ability without disruption
- ✓ listen carefully to instructions and information
- ✓ question politely and accept the decision made
- ✓ understand that all students learn at different rates
- ✓ are a role model to others and help them understand the rules of the school



The Positive Behaviour for Learning (PBL) approach empowers schools to foster positive learning environments by implementing evidence-based strategies and proactive, whole-school systems. PBL focuses on prevention, offering increasingly intensive interventions to address escalating problem behaviours. It provides a foundation of proactive programming for all students, delivered consistently by staff across all settings.

A school-based team defines clear expectations for student behaviour, and these standards are reinforced consistently by staff and administration. Positive behaviours are explicitly taught and publicly acknowledged, while inappropriate behaviours are met with clear consequences. Student behaviour is continuously monitored, with staff receiving regular feedback to ensure the effectiveness of the program. PBL is implemented at multiple levels—school-wide, in specific settings, in the classroom, and for individual students—ensuring that the behavioural support meets the diverse needs of all students.

SCHOOL MATRIX

The first step in promoting positive behaviour at Thirlmere Public School is clearly communicating our expectations to all students. These standards are detailed in the Thirlmere Public School Behaviour Matrix. We place a strong emphasis on directly teaching the behaviours we expect students to demonstrate. By clearly articulating these expectations, we employ a universal behaviour support strategy aimed at all students. This proactive approach not only helps prevent problem behaviours but also provides a structured framework for addressing any unacceptable actions.

PLAYGROUND A

SAFE	RESPECTFUL	LEARNER
<ul style="list-style-type: none"> Stay in bounds Handballs only Seated before 8:30 bell Sitting down to eat 	<ul style="list-style-type: none"> Take turns and share Rubbish in bins Include others 	<ul style="list-style-type: none"> Follow instructions

EXPLICIT TEACHING

The Positive Behaviour for Learning (PBL) team meets three times each term to analyse student data from Sentral and prepare targeted lesson focuses along with accompanying teaching slides. These slides are then distributed to all classroom teachers to ensure explicit teaching of the focus area in every class. The focus areas are communicated to the community through fortnightly newsletters and reinforced with students, staff, and the wider community during the weekly Monday morning assembly.

Our Safe expectations

I can work safely and respectfully with my peers

But I can't be unsafe to my peers

REFLECTION

While in the Reflection Room, students are guided to thoughtfully consider their behaviour and the consequences that followed. They reflect on the specific school expectations they violated and are encouraged to develop a plan for positive change. Additionally, they are prompted to think about any restitution that may be necessary, such as offering an apology to a staff member.

PBL Plan – Reflection

Name: _____ Date: _____ Class: _____

What school expectations have been broken? circle



How do you know that you have broken these expectations?

- ☐ Did you stop others from learning? Yes or No
- ☐ Did you stop your teacher from teaching? Yes or No
- ☐ Were you being safe? Yes or No

Plan of Action

- ☐ Write an apology letter? Yes or No
- ☐ Do you need to make up missed work? Yes or No
- ☐ Do you need to repair or restore an area or object? Yes or No

My Goals

Teacher Section <ul style="list-style-type: none"> <input type="checkbox"/> Conference with student <input type="checkbox"/> Is the student a leader <input type="checkbox"/> Teacher completion of work during break <input type="checkbox"/> Loss of privilege (exclusion from further activities, school representation, social activities, rewards events, camps, etc.) <input type="checkbox"/> Follow-up and school leaders are required to monitor in badges <input type="checkbox"/> Reflection sheet <input type="checkbox"/> PBL reflection (1-3 sessions off playground may be given) <input type="checkbox"/> Individual Education Plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring card <input type="checkbox"/> Monitoring card <input type="checkbox"/> Alternative attendance plan <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> Parent meeting <input type="checkbox"/> Suspension <input type="checkbox"/> Return from suspension goal and monitoring card <input type="checkbox"/> Referral to ABCO (click link to see report) <input type="checkbox"/> LIT referral
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SAFE

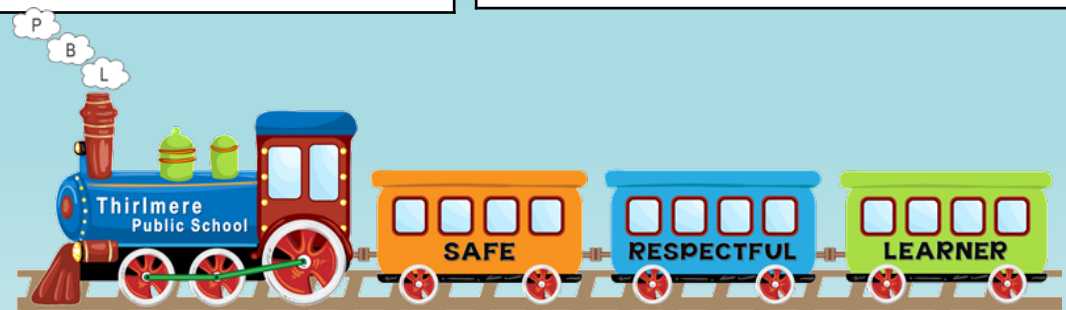
- I can work safely and respectfully with my peers
- I can move around the classroom in a safe manner
- I can use school property safely and for its intended use
- I can respect my peers be interacting safely with them
- I can use a safe volume when I speak in the classroom
- I can recognise the right that everyone deserves the right to feel safe and happy at school

RESPECTFUL

- I can listen to and follow teachers' instructions
- I can accept that every student is different in my class
- I can respect other people's personal space
- I can respect school property and the property of others
- I can communicate effectively (tone of voice, helpful, polite, manners, gestures)

LEARNER

- I can listen to others
- I can follow instructions
- I can ignore the distractions around me
- I can communicate with others in a thoughtful and constructive way
- I can have a go even if it is challenging
- I can take risks in my learning to grow
- I can organise my equipment to get started straight away
- I can learn from my mistakes
- I can ask for support





	SAFE	RESPECTFUL	LEARNER
All Settings	<ul style="list-style-type: none"> •Follow teacher instructions •Hands and feet to self •Report problems to duty teacher •Wear a hat •Walk on concrete •Use equipment safely •Use walkways correctly 	<ul style="list-style-type: none"> •Care for the environment •Speak and listen politely •Wear school uniform •Respect property •Report bullying •Move quietly •Enter with permission 	<ul style="list-style-type: none"> •Participate and contribute •Best efforts •Play by the rules •Move on the music •Be prompt
Playground A	<ul style="list-style-type: none"> •Stay in bounds •Hand balls only •Seated before 8:30 bell •Sitting down to eat 	<ul style="list-style-type: none"> •Take turns and share •Rubbish in bins •Include others 	
Playground B	<ul style="list-style-type: none"> •Shoes and socks on in sandpit •Years K-2 only 	<ul style="list-style-type: none"> •Take turns and share •Include others 	
Playground C	<ul style="list-style-type: none"> •Go to teacher if ball goes over the fence •Years 2-6 only •Wait at the sign 	<ul style="list-style-type: none"> •Share the space •Include others 	
Playground D	<ul style="list-style-type: none"> •Wait for the teacher at chess set 	<ul style="list-style-type: none"> •Take turns and share •Include others 	
Eating Time	<ul style="list-style-type: none"> •Sitting down to eat 	<ul style="list-style-type: none"> •Rubbish in bins •Wait for teacher to dismiss you •Belongings away 	<ul style="list-style-type: none"> •Follow teachers instructions
Canteen	<ul style="list-style-type: none"> •Line up on the dots •Visit after eating time 2nd break only 	<ul style="list-style-type: none"> •Use manners •Wait your turn •Quiet voices 	<ul style="list-style-type: none"> •Order lunches in morning
Toilets	<ul style="list-style-type: none"> •Flush •Wash hands •Walk 	<ul style="list-style-type: none"> •Leave food outside •Use equipment with care •Allow privacy 	<ul style="list-style-type: none"> •Use at break times •Straight in- straight out
Assembly/ Hall	<ul style="list-style-type: none"> •Line up sensibly •Sit in allocated area •Enter with teacher permission only 	<ul style="list-style-type: none"> •Look and listen •Use manners •Enter and exit quietly 	<ul style="list-style-type: none"> •Participate with pride •Hands up to speak •Demonstrate self-control
Bus Lines	<ul style="list-style-type: none"> •Sit safely in your bus line 	<ul style="list-style-type: none"> •Use manners •Wait patiently •Follow instructions 	<ul style="list-style-type: none"> •Be on time •Be prepared
Office	<ul style="list-style-type: none"> •Enter with care •Have teacher permission 	<ul style="list-style-type: none"> •Use manners 	<ul style="list-style-type: none"> •Know your message •Return to class promptly
Garden and Yarning Circle	<ul style="list-style-type: none"> •Walking only •Stay within the walkways 	<ul style="list-style-type: none"> •Show respect for Aboriginal culture •Care for plants and creatures and others using this space 	<ul style="list-style-type: none"> •Be a learner in this garden

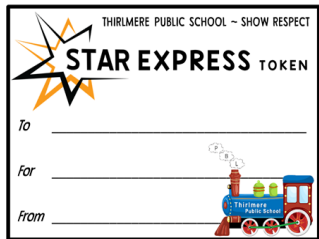
I show the value of being...



PBL tokens do not feed into the trade up system of awards. They can be given at any time including in the classroom, playground and at assembly. Students are responsible for writing their name and class on the token and placing it into the communal collection point. Two tokens are drawn each Monday morning at assembly for a canteen / Zooper Dooper voucher.

Caught You do feed into the trade up system of awards. Throughout the week students are recognised by teachers for outstanding behaviour. These students are recognised at Monday morning assemblies where they receive a Star Express as well as a canteen / Zooper Dooper voucher.

STAR EXPRESS



4 x Star Express = 1 Merit Award



MERIT AWARD



4 x Merits = 1 Principal Award



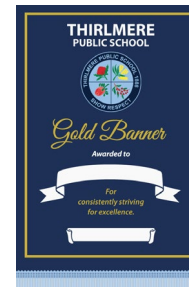
PRINCIPAL AWARD



4 x Principal Awards = 1 Banner



BANNER



2 x Banners = 1 Gold Medal



GOLD MEDAL



Assemblies

Monday Morning Assembly is held every Monday morning under the Playground A Cola. This assembly is addressed by the Principal where the presentation of all Principal Awards are presented. An invitation will be sent home.

Award Assemblies are held in the school hall twice a term and operate in K-2 and 3-6 groupings. Award recipients are published in the newsletter prior to the assembly.

Gold Award Assemblies are held in the hall for Years 2 – 6 at the end of Semester 1 and 2. An invitation will be sent home inviting you to the assembly.

Principal Reward Day will be at the end of each year and this will include all students that have been rewarded with a banner or gold medal throughout the year.

Thirlmere Public School's PBL Behaviour Response Consistency Flowchart



STEPS:

1. **OBSERVE** student behaviour.
2. **LISTEN/GATHER** information: Do you have all of the information necessary to monitor and manage? Listen to witnesses and if necessary, get statements from staff, students and the child/children involved.
3. **DECIDE** if the predominant behaviour is Minor, Moderate or Major.
4. **TAKE ACTION** - Manage and monitor consequences

MINOR BEHAVIOURS LEVEL 1

(Teacher Managed)

- **Non-compliance** (not following school/game rules/expectations)
- **Disrespecting others** (taking hats; leaving others' out; rude, answer-ing back)
- **Disrupting learning of others** (calling out; interrupting; chatting)
- **Off task** (poor task/work completion)
- **Inappropriate verbal language** (answering back; name calling; undirected swearing)
- **Physical contact** (non-serious but inappropriate; not resulting in injury; annoying touch)
- **Harassment/bullying/rude gestures** (sticking rude finger up, undirected)
- **Property/equipment misuse** (using any personal or school property in an inappropriate manner, or for a purpose, which it is not intended, including ICT)
- **Out of bounds** (late to class; wrong place at wrong time)

Responses to all behaviours of concern apply to student behaviour that occurs:

• at school; on the way to and from school; on school-endorsed activities that are off-site; when using social media, mobile devices and/or other technology involving another student or staff member.

MODERATE BEHAVIOURS LEVEL 2

(AP/Teacher Managed)

- **Continued and persistent MINOR behaviours.**
- **Defiance** (refusal to follow instructions of teacher and/or AP)
- **Disrespecting others** (name calling; disrespectful comments; muttering under breath; back chat; lying)
- **Disrupting learning of others** (sustained loud talk; yelling or screaming; noise with materials; sustained out of seat behaviour)
- **Off task** (incomplete work; work avoidance for whole lesson; throwing objects in anger; destroying own or others' work)
- **Inappropriate verbal language** (directed swearing; stirring others to get a reaction; teasing/taunting)
- **Physical contact** (grabbing clothing; not keeping hands and feet to self; rough play; aggression: initiating a fight)
- **Harassment/bullying/rude gestures** [of a sexual nature; deliberate intimidation (pretending to punch, kick, knee, strike, trip, spit on, slap, or step on someone)]
- **Reckless property/equipment misuse** (breaking personal, school or others' property or using equipment in a way that endangers others)
- **Out of bounds** (leaving the classroom/location without permission; repeatedly late to lines.

MAJOR BEHAVIOURS LEVEL 3

(AP/Principal Managed)

- **Continued and persistent MODERATE behaviours.**
- **Non-compliance/Defiance** (refusal to follow school rules/expectations and/or instructions of AP and/or P)
- **Disrespecting others** (racism; discrimination; disrespecting staff; bullying targetted and repeated disrespectful comments or name calling at any level, including social media; excessive yelling or screaming; lying to staff and/or community)
- **Disrupting learning of others** (arguing with staff; excessive yelling or screaming)
- **Off task** [ongoing incomplete work; throwing objects with intent to endanger others; inciting violence; harassment and intimidation (verbal or physical)]
- **Inappropriate verbal language** (directed offensive language; purposely triggering a student meltdown; verbally threatening harm to staff, community and /or students)
- **Physical contact** (physically threatening harm to staff, students and/or community; intentionally causing physical harm; physical aggression; fighting)
- **Harassment/bullying/rude gestures** (inappropriate exposure of body parts; generalised sexual behaviour/gestures towards staff, students and/or community; deliberate intimidation intentionally causing harm)
- **Intentional property/equipment misuse or destruction** (vandalism; using equipment as a weapon, including rocks)
- **Out of bounds** (leaving the school/location/venue/site without permission; truancy)
- **Criminal behaviour** [theft; forgery; animal cruelty; weapon/s; drugs (possessing, taking or supplying); violence; inappropriate exposure of body parts; ICT misconduct)

Reporting, recording and responding to serious behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#)

If parents/carers have a questions, issue or complaint regarding a decision made by the school they can contact the school to meet with the principal. If your concern it is not addresssed you can also use the department's online [complaint form](#).

RESPONSE

(Implemented by Class Teachers)

Possible response can be, but are not limited to:

- ☐ Using classroom management system/school system
- ☐ Moving on behaviour chart
- ☐ Temporary removal from activity
- ☐ Alter activity
- ☐ Conference with student
- ☐ Missing out on play with teacher
- ☐ Walking with the teacher
- ☐ Loss of privilege/s
- ☐ Reflection sheet in class
- ☐ Completion of work during break
- ☐ Referral to [ARCO](#) (click link to see steps)

MINOR INCIDENTS NEED TO BE ENTERED ONTO SENTRAL.

Repeat behaviours (dot point 1 of moderate behaviours) and children who have had 3 chances (see below) to alter behaviours should be entered as an incident onto Sentral by teachers.

Teachers are encouraged to follow this process within their room:

1. Reminder of the rule/s expectations.
2. Warning of consequences if behaviour persists.
3. Reflection in room (**When a child reaches this step, he/she has had several chances to correct behaviour, it SHOULD be entered as a SENTRAL incident.**)
4. Time out in neighbouring class.
5. If behaviour continues after time out in neighbouring class call for an AP and possible move to L2.

Throughout the process of maintaining and monitoring minor student behaviour, staff are expected to:

- Teacher to collect, track and review data (SENTRAL) to monitor students in his or her class/care (eg No. of time outs over a period of time).
- Teacher to implement strategies to support students.
- Teacher to communicate with family members to avoid surprises.
- Teacher to advise AP after implementing multiple interventions/ supports for students in his or her care/class.

RESPONSE

(Implemented by AP/Class Teacher)

Possible response can be, but are not limited to:

- ☐ Using classroom management system/school system
- ☐ Moving on behaviour chart
- ☐ Temporary removal from activity/alter activity
- ☐ Conference with student
- ☐ Missing out on play with teacher/Completion of work during break
- ☐ Walking with the teacher
- ☐ Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges
- ☐ Reflection sheet in class
- ☐ TPS Reflection (1-3 sessions off playground may be given)
- ☐ Alternate playground roster
- ☐ Record incident in Sentral/Parent contact
- ☐ Mentoring card
- ☐ Alternative attendance plan
- ☐ Behaviour Management Plan
- ☐ LST referral
- ☐ Referral to [ARCO](#) (click link to see steps)

ONE OFF AND REPEAT BEHAVIOURS OF MODERATE INCIDENTS MUST BE ENTERED ONTO SENTRAL by CT/AP or Exec.

CT's & APs are encouraged to follow this process when conferencing with children.

1. Listen to the child/ren account of events (take notes or gain written statements if necessary).
2. Discuss incident/s with teacher to decide possible consequences. (Allowing for background information from CRT to be shared and decisions made with best interest of child and family at the forefront).
3. Use the matrix to ensure behaviour is considered 'Moderate' and select appropriate consequence.
4. Inform student of the decision and consequences.
5. Reminder of the rule/s expectations.
6. Warning of further consequences if behaviour persist.
7. Contact parent via phone call.
8. Enter incident on Sentral as 'follow up actions'.

Throughout the process of maintaining and monitoring moderate student behaviour, APs are expected to:

- AP to collect, track and review data (SENTRAL) to monitor students in his or her class/care (eg No. of time outs/incidents over a period of time)
- AP to add to implemented strategies to support staff and students
- AP to further communicate with family
- AP to advise AP/LST committee after implementing multiple interventions/ supports for students in his or her care to gain further support if behaviours persist.

RESPONSE

(Implemented by AP/Principal)

Possible response can be, but are not limited to:

- ☐ Using classroom management system/school system
- ☐ Moving on behaviour chart
- ☐ Temporary removal from activity/Alter activity
- ☐ Conference with student
- ☐ Missing out on play with teacher/Completion of work during break
- ☐ Walking with the teacher
- ☐ Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges
- ☐ Reflection sheet in class
- ☐ TPS Reflection (1-3 sessions off playground may be given)
- ☐ Alternate playground roster
- ☐ Record incident in Sentral/Parent contact
- ☐ Mentoring card
- ☐ Alternative attendance plan
- ☐ Behaviour Management Plan
- ☐ Caution of suspension
- ☐ Suspension
- ☐ Return from suspension goal and monitoring card
- ☐ Referral to [ARCO](#) (click link to see steps)

ALL MAJOR INCIDENTS MUST BE ENTERED ONTO SENTRAL by Assistant Principal or Principal

APs are encouraged to follow this process when conferencing with children.

1. Listen to the child/ren account of events (take notes or gain written statements if necessary)
2. Discuss incident/s with AP to decide possible consequences. (Allowing for background information from AP to be shared and decisions made with best interest of child, family and CRT at the forefront)
3. Use the matrix to ensure behaviour is considered 'Major' and select appropriate consequence.
4. Inform AP, CRT and student of the decision and consequences.
5. Reminder of the rule/s expectations.
6. Warning of consequences if behaviour persists.
7. Contact parents via phone call..
8. Enter incident /add to teacher entry on Sentral as 'follow up actions'.

Throughout the process of maintaining and monitoring moderate student behaviour, APs are expected to:

- AP to collect, track and review data (SENTRAL) to monitor students in his/her class/care (No. of moderate incidents over a period of time)
- AP to implement strategies to support AP, staff and students
- AP to further communicate with family
- AP to advise AP/LST/PBL/counsellor/external agencies after implementing multiple interventions/ supports for students in his or her care to gain further support if behaviours persist.

PBL Student's Behaviour and Response Plan

This sheet is to be used by students to see the consequences for their behaviours and the associated timeframes for monitoring cards.

Levels	Behaviours	Response
Minor Teacher managed (Level 1)	<ul style="list-style-type: none"> I did not follow school/game rules/expectations (Non-compliance) I took a hat/s; left others' out; was rude (Disrespecting others) I was calling out; interrupting; chatting (Disrupting learning of others) I didn't finish my work; (Off Task) I was answering back; name calling; swearing, but not at someone (Inappropriate verbal language) I touched someone, not resulting in injury; I was annoying others through touch (Physical contact) I was sticking my rude finger up, but not at someone (Harassment/Rude gestures) I was using property in a way which it was not intended, including ICT (Property/equipment misuse) I was late to class; I was in the wrong place at the wrong time (Out of bounds) I was littering (Criminal behaviour) 	<ul style="list-style-type: none"> <input type="checkbox"/> Using classroom management system/school system <input type="checkbox"/> Moving on behaviour chart <input type="checkbox"/> Temporary removal from activity <input type="checkbox"/> Alter activity <input type="checkbox"/> Conference with student <input type="checkbox"/> Missing out on play with teacher <input type="checkbox"/> Walking with the teacher <input type="checkbox"/> Loss of privilege/s <input type="checkbox"/> Reflection sheet in class <input type="checkbox"/> Completion of work during break
Moderate Teacher/AP managed (Level 2)	<ul style="list-style-type: none"> I have continually displayed poor behaviours like those in the yellow, below. (Persistent minor behaviours) I refused to follow instructions of a teacher and/or an Assistant Principal. (Defiance) I called someone a name; made disrespectful comments; muttered under my breath; back chatted; lied. (Disrespecting others) I continually talked loudly; I yelled or screamed; I made noise with materials; I was constantly out of my seat/away from my workspace. (Disrupting learning of others) I didn't finish work; I avoided my work for the whole lesson; I threw objects in anger; I destroyed my own or others' work. (Off Task) I swore at someone; I stirred others to get a reaction; I teased/taunted. (Inappropriate verbal language) I grabbed clothing; I didn't keep my hands and feet to myself; I was playing roughly; I was aggressive towards someone; I initiated a fight (Physical contact) I made gestures of a sexual nature; I deliberately intimidated someone by pretending to punch, kick, knee, strike, trip, spit on, slap, or step on someone. (Harassment/Rude gestures) I was breaking personal, school or others' property or used equipment in a way that endangered others (Reckless property/equipment misuse) I left the classroom/location without permission; I have been repeatedly late to lines (Out of bounds) I stole something; I used technology inappropriately, including forms of social media (Criminal behaviour) 	<ul style="list-style-type: none"> <input type="checkbox"/> Using classroom management system/school system <input type="checkbox"/> Moving on behaviour chart <input type="checkbox"/> Temporary removal from activity/Alter activity <input type="checkbox"/> Conference with student <input type="checkbox"/> Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges <input type="checkbox"/> Reflection sheet in class <input type="checkbox"/> TPS Reflection (1-3 sessions may be given) <input type="checkbox"/> Alternate playground roster <input type="checkbox"/> Record incident in Sentral/Parent contact <input type="checkbox"/> Mentoring card <input type="checkbox"/> Alternative attendance plan <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> LST referral <input type="checkbox"/> Missing out on play with teacher/Completion of work during break <input type="checkbox"/> Walking with the teacher
Major AP/Principal Managed (Level 3)	<ul style="list-style-type: none"> I have continually displayed poor behaviours like those below. (Persistent Moderate behaviours) I refused to follow school rules/expectations and/or instructions of an AP and/or a P. (Non-compliance /Defiance) I was: racist; discriminatory; disrespectful to staff; bullying-targetted and repeated disrespectful comments or name calling at any level, including social media; I threw a tantrum; I was excessive yelling or screaming; I lied to staff and/or community. (Disrespecting others) I was arguing with staff; I was yelling or screaming excessively. (Disrupting learning of others) I continue to have incomplete work; I threw objects with the intent to endanger others; I incited violence; I harassed and intimidated others verbally or physical. (Off Task) I directed offensive language at someone; I purposely triggered a student meltdown; I verbally threatened harm to staff, community and/or students. (Inappropriate verbal language) I physically threatened harm to staff, students and/or community; intentionally causing physical harm; physical aggression; fighting. (Physical contact) I exposed my private body part/s; I displayed generalised sexual behaviour/gestures towards staff, students and/or community; I deliberately intimidated to intentionally cause harm. (Harassment/Rude gestures) I vandalised; I used equipment as a weapon (Intentional property/equipment misuse or destruction) I left the school/location/venue/site without permission; I didn't attend school (truancy). (Out of bounds) I stole something; I forged something; I was cruel to animals; I used or had a weapon/s; I had drugs (possessing, taking or supplying); I was involved in violence; I inappropriately exposed my body part/s; I used technology including social media inappropriately. (Criminal behaviour) 	<ul style="list-style-type: none"> <input type="checkbox"/> Using classroom management system/school system <input type="checkbox"/> Moving on behaviour chart <input type="checkbox"/> Temporary removal from activity/Alter activity <input type="checkbox"/> Conference with student <input type="checkbox"/> Walking with the teacher <input type="checkbox"/> Loss of privilege/s(exclusion from: further excursions; school representation; school activities; reward events; camps; farewell etc School leaders are required to hand in badges <input type="checkbox"/> Reflection sheet in class <input type="checkbox"/> TPS Reflection (1-3 sessions may be given) <input type="checkbox"/> Alternate playground roster <input type="checkbox"/> Record incident in Sentral/Parent contact <input type="checkbox"/> Mentoring card <input type="checkbox"/> Alternative attendance plan <input type="checkbox"/> Behaviour Management Plan <input type="checkbox"/> Caution of suspension <input type="checkbox"/> Suspension <input type="checkbox"/> Missing out on play with teacher/Completion of work during break