



## STUDENT BEHAVIOUR EDUCATION POLICY

### Rationale

At St Mark's Lutheran School the Gospel of Jesus Christ is the means and motivation for inviting, encouraging and developing acceptable student behaviour. Our Student Behaviour Policy rests firmly on these gospel words:

*Jesus said, "The most important commandment is to love the Lord your God with all your heart and with all your mind and with all your strength. The second is this: love your neighbour as yourself."  
Mark 12:30, 31*

These words are the motivation for encouraging, developing and recognising positive student behaviours and relationships within the school community.

Love within our school community is demonstrated through the carrying out of actions and responsibilities which are respectful to the rights of, and responsive to the needs of others. Our Student Behaviour Education Policy is therefore love shown through **respect**. Love through respect is highlighted at St Mark's through the adoption of Restorative Justice practices.

Restorative Justice is a major facet of behaviour education at St Mark's. We extend forgiveness to all students who acknowledge their wrong-doing and work towards repairing the relationships that have been damaged. We also see our behaviour education as an opportunity to bear witness to the gracious love and forgiveness that is ours in Jesus (Appendix 1).

### Beliefs

At St Mark's we believe, value and acknowledge that:

- each member of the school community is
  - a unique and worthy individual created and loved by God and should receive and show respect;
  - entitled to a safe, caring and inclusive environment where personal and academic growth can occur, along with the development of positive self esteem;
  - entitled to the process of Restorative Justice to repair relationships and harm caused (Appendix 1).
- parents have the primary role of developing the appropriate behaviours of their children. It is beneficial when a collaborative effort between home and school exists (Appendix 2); and
- as a staff we seek to encourage and develop appropriate behaviour primarily through positive means (Appendix 3).

### Aim

Therefore at St Mark's Behaviour Education aims to:

- maintain an environment that is safe where the learning rights of others are respected;

- assist students and staff to look for ways to repair damage done to relationships with others through seeking and giving forgiveness;
- assist students in developing the skills to make positive behavioural, social and relational choices in regards to both themselves and the rights and needs of others;
- enable students to develop an awareness that their behaviour affects others;
- assist students in understanding a no-tolerance stance on bullying and develop skills to deal with bullying behaviours in themselves or others;
- recognise and reward positive student behaviours;
- work collaboratively with parents when behavioural issues arise; and
- emphasise the importance of forgiveness.

## **FOUR PATHS TO RESPECT**

At St Mark's we expect students to respect the needs and rights of others in the community in the following ways:

### **Respect for Learning**

To respect the right of all individuals to learn.

### **Respectful Actions**

To show respect to all members of our community and to property through our actions.

### **Respectful Words**

To show respect to all members of our community through all communications.

### **Respect for Safety**

We expect students to demonstrate safe behaviour in all areas and activities  
(Appendix 4).

## **PROCEDURES AND ACTION FOR INAPPROPRIATE BEHAVIOUR**

In order to promote consistency when dealing with behavioural expectations at St Mark's, we use a whole school restorative approach in dealing with inappropriate behaviour. Consequences vary according to the repetition and/or severity of the behaviour, and are under the headings 'In the Classroom', 'In the Playground' and 'Bullying Behaviours' (Appendix 5).

### **Review**

This policy will be reviewed at least every 3 years.

### BULLYING

St Mark's Lutheran School is committed to providing a safe and caring environment that fosters **respect** for others and does not tolerate bullying.

#### Definition of Bullying:

*“**Bullying is about a lack of power** as one person is powerless to stop the teasing or physical abuse. Bullying is the selective, uninvited, **repetitive** oppression of one person by another person or group”.*

**By Michael Grose**

**Bullying is** when a person or group of people **repeatedly** act in ways (deliberately or unintentionally) that cause hurt, fear or embarrassment to another person, even though **they may have been asked to stop**.

It can take the following forms:

- **Verbal Bullying:** name calling, teasing, threatening, put downs, rumours about the child or their family, belittling, degrading comments, ridiculing appearance
- **Physical Bullying:** striking, kicking, spitting, damaging, hiding or taking belongings, practical jokes, making someone do something they don't want to, rude gestures
- **Relational Bullying:** deliberate and repeated social exclusion, reputation damage by the spreading of rumours
- **Cyber Bullying:** Using Information Communication Technologies to cause hurt, fear or embarrassment to another person (e.g. SMS, email, social networking, mobile phone)

**Bullying is not** one-off acts of aggression, nastiness, conflict or simple social rejection.

See Appendix 5 for the procedure relating to Bullying Behaviours.

#### **RESOURCES**

[www.parentingideas.com.au/Parents/Bullying](http://www.parentingideas.com.au/Parents/Bullying)

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

[www.headroom.com.au](http://www.headroom.com.au)

[www.cyh.com](http://www.cyh.com)

## **APPENDIX 1**

### **RESTORATIVE JUSTICE**

Restorative Justice practices are used when there is a conflict between two or more parties. Restorative Justice advocates that the people most effective in finding a solution to a problem are the people who are most directly impacted by the problem. Restoring respectful relationships is achieved by creating opportunities for those involved in a conflict to work together to understand, clarify the incident and repair the harm caused.

The aim of using Restorative Justice practices is to promote, nurture and protect healthy relationships among members of the school community. We expect that students, parents and teachers will recognise this approach as being firm, but fair.

Restorative Justice practices have a strong focus on relationships and acknowledge that these relationships are essential for our lives, our learning and for maintaining a harmonious community. They encourage fairness, a culture of listening and forgiveness within our school community.

All staff, students and parents are requested to be supportive of, and participate in Restorative Justice practices when they are involved in conflict or other issues of concern.

Some helpful questions we ask students when resolving a problem or dispute using Restorative Practices include:

- What happened?
- What were you thinking at the time?
- Who do you think was affected by what you did?
- In what ways were they affected?
- What do you need to do to make things right?

There are a variety of ways that Restorative Justice Practices are used in our school community:

- Restorative Chats – an informal conversation between teacher and student to address minor behavioural issues. (Appendix 13)
- Class Meetings – to discuss and address issues to maintain a positive learning environment.
- Essential Agreements – to establish clear classroom boundaries and expectations.
- Thinking About My Behaviour Form – helping students address behavioural issues in restorative ways (Appendix 7A/7B).
- Restorative Conference and Student Formal Agreement Form – structured mediation to deal with conflict and more serious issues (Appendix 8 & 13).

If an issue arises an appropriate consequence may be given as one part of the Restorative process. These will be given for students to consider what they can do to make things right and help all members of the school community move forward (e.g. community service or the revoking of privileges).

### ROLE OF TEACHER & OTHER STAFF

The staff of St Mark's Lutheran School seek to encourage and develop appropriate behaviour by:

- emphasising the biblical foundation of positive and respectful behaviour;
- establishing positive relationships with students;
- modelling behaviours which use their inherent power as teacher-leader respectfully and positively;
- modelling behaviour which is responsive to the rights and needs of others;
- modelling and emphasising the importance of seeking and giving of forgiveness;
- encouraging positive relations between students;
- communicating clear social and behavioural expectations;
- engaging students in appropriate social and behavioural learning experiences;
- actively teaching social skills, values and anti-bullying strategies through our Integrated Studies Human Relationships Units and Christian Studies Program;
- taking a no-bullying stance;
- maintaining open communication with parents;
- rewarding positive student behaviours;
- consistently enforcing school behavioural expectations;
- providing adequate classroom and playground supervision;
- using the Restorative Justice process when behavioural /bullying problems arise;
- establishing an Essential Agreement for the safe and effective functioning of the classroom; and
- recording of significant behaviour / incidents using the student files located on the school's intranet (Thinking About My Behaviour & the Student Formal Agreement Forms), to help monitor patterns of poor behaviour and incidents of bullying (Appendix 15).

Positive and respectful student behaviour at St Mark's will be recognised and rewarded in the following ways:

- words of praise to the child, stating the way in which behaviour has been appropriate and respectful;
- Merit Certificates and other rewards will be given within classroom setting, to acknowledge positive behaviour;
- Achievement Awards will be given at a whole school assembly once 4 Merit Certificates have been received by an individual;
- participation in free choice activity time F-Yr 3; and
- participation in the electives program Year 4-6.

## **APPENDIX 2**

### **THE ROLE OF PARENTS**

Parents have the primary responsibility for teaching their children to behave with respect for the rights and needs of others. Teachers have the primary responsibility for managing student behaviour at school. Where the values and expectations are the same, parents and teachers can actively support one another to the benefit of the child.

It is essential that all parents are familiar with the school's Student Behaviour Education Policy and support it. Likewise parents are expected to actively support the teacher's management of their child's behaviour or, if they have difficulty in doing so, to meet firstly with the teacher concerned with the aim of planning a cooperative approach. The Principal may participate in such meetings.

Parents of students with ongoing behavioural issues will be expected to participate in the planning and implementation of the restorative process and an individual behaviour education support program (in cooperation with the teacher, Principal and other staff as deemed necessary).

### FOUR PATHS TO RESPECT

At St Mark's we expect students to respect the needs and rights of others in the community in the following ways.

#### **Respect for Learning**

We expect students to respect the learning needs of themselves and others so that all children have the opportunity to learn.

#### **Rights**

Students have the right to:

- have the opportunity to reach their potential and develop their skills, abilities and talents;
- have their ideas valued and heard; and
- work in an environment which is conducive to learning.

#### **Responsibilities**

Students fulfill their responsibilities to themselves and others when they:

- listen attentively and politely to others;
- give their best effort contributing to the teaching & learning program;
- ask questions to clarify;
- follow classroom expectations;
- value those who assist their learning;
- work cooperatively and collaboratively, sharing their ideas with others; and
- use appropriate resources to assist their learning.

#### **Respectful Actions**

We expect students to show respect to all members of our community and to property through their actions.

#### **Rights**

Students have the right to:

- be shown respect and consideration through the actions of others;
- feel included;
- be free from bullying behaviours;
- have others follow the rules set down for games; and
- have a pleasant environment in which to work and play.

#### **Responsibilities**

Students fulfill their responsibilities to themselves and others when they:

- look after the school's facilities, resources and other's personal equipment;
- respect other's personal space by keeping our hands to ourselves;
- include others in games and activities;
- play fairly and keep the rules of games;
- wear their school uniform in an appropriate way; and
- use ICT in appropriate ways.

#### **Respectful Words**

We expect students to show respect to all members of our community through all communications.

## **Rights**

Students have the right to:

- have others speak to them respectfully and politely;
- feel included through the words of others;
- feel safe about sharing their ideas and opinions;
- participate constructively in problem solving; and
- be free from bullying.

## **Responsibilities**

Students fulfill their responsibilities to themselves and others when they:

- listen attentively to others respecting their views; and
- communicate respectfully and politely to others.

## **Respect for Safety**

We expect students to behave in a safe manner in all areas and activities.

## **Rights**

Students have the right to:

- feel safe and secure at all times;
- learn about safety to help protect us from unsafe situations; and
- work and play in a safe environment.

## **Responsibilities**

Students fulfill their responsibilities to others when they:

- use facilities and equipment in a safe manner;
- consider how their actions affect themselves and others;
- play in designated areas (Appendix 10 Restricted Areas);
- move around the school in a safe manner; and
- wear their hat, according to our school policy.



### BEHAVIOURAL EXPECTATIONS

In order to promote consistency when dealing with behavioural expectations, at St Mark's we use a whole school Restorative Justice approach to consequences for **inappropriate** behaviour. Consequences vary according to the repetition and/or severity of the behaviour, and are under the headings 'In the Classroom', 'In the School Yard' and 'Bullying Behaviours'.

#### **IN THE CLASSROOM**

##### **Verbal Reminder**

A verbal reminder of classroom expectations may happen before the student enters the formal behaviour step process.

##### **Step One – A Warning**

The student is informed of how and why their behaviour is unacceptable, and reminded about the rights of others and their responsibilities. Appropriate behavioural expectations are clearly restated. If step one is repeatedly reached (teacher to keep a record of this) by a student, an appropriate consequence will be given by the classroom teacher (e.g. missing part of their play).

##### **Step Two – Working Alone**

The student is again informed of the way in which their behaviour is inappropriate and reminded about the rights of others and their responsibilities. Appropriate behavioural expectations are clearly restated. The student is moved to an isolated position in the classroom for a minimum period of 15 minutes in order to work alone. Prior to the student resuming their seat, they will be instructed to look at and reflect upon the classroom essential agreement (rules). This will be followed by a Restorative Chat with the teacher to reach a verbal agreement to uphold classroom rules.

##### **Step Three A – Time Out / Restorative Chat**

The student is asked to leave the classroom with an escort, and is supervised within another classroom determined by the teacher. The time-out will be for the remainder of the period (see below) or at the discretion of the classroom teacher. During this time they are to fill out a Thinking About My Behaviour form (Appendix 6). After this time the student will return to their classroom where their teacher, during a Restorative Chat, will discuss and complete the Thinking About My Behaviour form with them. If the classroom teacher requires assistance in order for this process to occur a member of the leadership team will be available. The Thinking About My Behaviour form will then be sent home to be signed by parents / caregivers and returned. The teacher will make contact with parents and advise them of the behaviour form. Teachers will record the incident on the student's file and give the original copy to the Principal.

Periods are:	8:45 to 11:00
	11:20 to 12:50
	1:40 to 3:10

##### **Step Three B – Restorative Conference**

After a number of Thinking About My Behaviour forms have been issued and the individual has failed to improve their behaviour, a Restorative Conference will be held with the classroom teacher. Parents may be asked to attend this meeting. At this time a Student Formal Agreement form (Appendix 8) will be completed with set behaviour goals outlined. Assistance will be given to staff in order for this restorative process to occur. The completed Student Formal Agreement form will then be kept on file with the Principal and a copy given to the parents / caregivers. This conference with the behavioural expectations will be recorded on the student file.

For significant one-off behavioural issues students may be asked to participate in a Restorative Conference. If the student refuses to participate in the restorative process, the teacher and/or **Principal** will decide the appropriate action and consequence.

#### **Step Four – Individual Behaviour Management Plan**

If a student fails to carry out the agreed behaviour goals on a Student Formal Agreement, or for a more severe one-off behaviour, the Principal, in formal consultation with the student, class teacher and parents, may invoke any of the following sanctions:

- individual school work program completed away from the class setting (internal suspension);
- loss of privileges e.g. play periods, excursions, camps, computer access, electives;
- individualised programs to assist students with their behavior through discussions with the Community Carer; and
- the school may encourage external assistance which may include a professional assessment and or counseling.

Repeated non-compliance by a student on an Individual Behaviour Management Plan will result in suspension from St Mark's Lutheran School for a period determined by the Principal.

For significant one off incidents students may be internally suspended without the implementation of an Individual Behaviour Management Plan.

#### **Step Five – WITHDRAWAL OF ENROLMENT**

In the event that a student consistently refuses to engage in the Restorative Justice process or to address and change unacceptable behaviours that have been identified, the Principal, with the consent of the School Council, reserves the right to terminate the enrolment of the student.

#### **ABSOLUTES:**

Any major one-off incident may see Step 5 invoked immediately.

Examples of a major incident are:

- Arson / Vandalism
- Threatening a student/teacher with a weapon
- Sexual assault / abuse
- Pornographic material brought onto school premises (electronic or hard copy)
- Cyberbullying
- Deliberate discrimination e.g. racial, sexual & religious
- Illegal drugs / alcohol on school grounds
- Bringing weapons onto school grounds

## **IN THE SCHOOL YARD**

Our aim is to assist students in developing more positive playground behaviours and repair any damage done to relationships or property.

Students who behave disrespectfully or unacceptably in the playground will, depending on the severity or duration of the behaviour, be asked to sit on the bench outside the JP computer room or on the bench outside the Yr 1 HU classroom (Appendix 12). The student/s will be informed of the way in which their behaviour is unacceptable, and reminded about the rights of others and their responsibilities. A minor behaviour slip will be issued to the student's teacher and the student/s will miss a period of play (Reception – Year 2 five minutes & Year 3 – 7 ten minutes). Appropriate behavioural expectations will be clearly stated and on display inside the window of the Junior Primary Computer Room and the Year 1 HU Classroom.

For moderately serious behaviour (e.g. fighting), the supervising teacher will immediately remove the student/s from the situation. The student/s will be placed on the bench or in more serious instances be escorted by the teacher to the front office. The duty teacher **will report** the incident to the classroom teacher. The classroom teacher will call for assistance and be released from class by a member of the leadership team if a Restorative Conference is needed.

Any major one off incident that is an absolute will result in the procedures being circumvented and the student/s sent straight to the **Principal**.

## **BULLYING BEHAVIOURS**

Some of the unacceptable behaviours shown by students may be an indicator that bullying is occurring (Appendix 6). Before they can be classified as such, a repeated pattern of these behaviours must be established by reviewing past Thinking About My Behaviour forms, Students Formal Agreements, Behaviour That Relates To Possible Bullying form (Appendix 11) and viewing of the student file for further evidence. Behaviour that possibly relates to bullying will be referred to the Principal. Once a pattern of bullying is established parents of all parties will be notified.

At the discretion of the **Principal**, the student who has bullied will be placed on an Individual Behaviour Management Plan.

# Thinking About My Behaviour

Years Foundation - 2

Name: \_\_\_\_\_

Today: \_\_\_\_\_ I did not show respect in the following way:

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> In my words   | <input type="checkbox"/> For learning |
| <input type="checkbox"/> In my actions | <input type="checkbox"/> For safety   |

What happened? (Brief outline of incident - may be filled out by child and/or teacher)

Who do you think has been hurt by what you did?

What do you think needs to happen to fix the problem?

Student signature: \_\_\_\_\_

Teacher comment:

\_\_\_\_\_  
\_\_\_\_\_

Teacher signature: \_\_\_\_\_

Principal signature: \_\_\_\_\_

Parent comment:

\_\_\_\_\_  
\_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**School Use Only**

Would it be beneficial for the child to see the Religious Pastoral Support Worker / Principal? Yes / No  
Has this behaviour been followed up with a Student Formal Agreement form? Yes / No

# Thinking About My Behaviour

Years 3 - 6

Name: \_\_\_\_\_

Today: \_\_\_\_\_ I did not show respect in the following way:

- In my words     For learning     In my actions     For safety

I was sent to the time out because I ... (*write what happened - be specific*)

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Who do you think was affected by your actions/words?

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What do you think you need to do to repair the harm done?

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What do you think is a reasonable consequence for this action?

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Student signature: \_\_\_\_\_

Teacher comment:

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Teacher signature: \_\_\_\_\_

Principal signature: \_\_\_\_\_

Parent comment:

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Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

<p><b>School Use Only</b> Would it be beneficial for the child to see the Religious Pastoral Support Worker /Principal? Yes/No Has this behavior been followed up with a Student Formal Agreement? Yes/No</p>
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# Student Formal Agreement

*After a number of Thinking About My Behaviour forms/ Behaviour That Possibly Relates To Bullying Forms have been issued and the individual student has failed to improve their behaviour or a significant one off incident has occurred, a Restorative Conference will be held with the classroom teacher. Parents may be asked to attend this conference. At the Restorative Conference this Student Formal Agreement form will be completed with set behaviour goals outlined for the student to achieve.*

**Name / s:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**I / We have had some playground / classroom issues and as a result this Student Formal Agreement has been discussed and agreed on.**

**I / We will;**

**Student sign:** \_\_\_\_\_ **Parent sign:** \_\_\_\_\_

**Teacher sign:** \_\_\_\_\_

**Principal sign:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CLASSROOM BEHAVIOUR FLOWCHART**

**VERBAL REMINDER**

A verbal reminder of classroom expectations may happen before the student enters the formal behaviour step process.



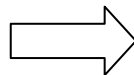
**STEP ONE – A WARNING**

The student is informed of how and why their behaviour is unacceptable, and reminded about the rights of others and their responsibilities. Appropriate behavioural expectations are clearly restated.



**STEP TWO – WORKING ALONE**

Appropriate behavioural expectations are again clearly restated. The student is moved to an isolated position in the classroom for a minimum period of 15 minutes in order to work alone. Prior to the student resuming their seat, a Restorative Chat with the teacher will occur to reach a verbal agreement.



**STEP THREE A – TIME OUT/ RESTORATIVE CHAT**

The student is asked to leave the classroom with an escort, and is supervised within another classroom determined by the teacher. During this time the student will complete a 'Thinking About My Behaviour' form. After this time the student will return to their classroom where their teacher will discuss and complete the Thinking About My Behaviour form with them. The behaviour form will then be sent home to be signed by the parents and returned. Teachers are to record the details on the incident on the student file and give the original copy to the Principal for follow up if necessary.



**STEP THREE B – RESTORATIVE CONFERENCE**

After a number of Thinking About My Behaviour forms have been issued and the individual has failed to improve their behaviour, a Restorative Conference will be held with the classroom teacher. Parents may be asked to attend this meeting. At this time a Student Formal Agreement form will be completed with set behaviour goals outlined. Assistance will be given to staff in order for this restorative process to occur if needed. The completed Student Formal Agreement form will then be kept on file with the principal and a copy given to the parents.



**STEP FOUR – INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN**

If a student fails to carry out the agreed behaviour goals in a Student Formal Agreement, or for a more severe one-off behaviour, the Principal, in formal consultation with the student, class teacher and parents, may place the student on an 'Individual Behaviour Management Plan'. At this stage the school may also encourage external assistance which may include a professional assessment and or counseling.

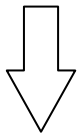


**STEP FIVE – WITHDRAWAL OF ENROLMENT**

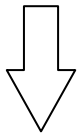
In the event that a student consistently refuses to engage in the Restorative Justice process or to address and change unacceptable behaviours that have been identified. The Principal, with the consent of the School Council, reserves the right to terminate the enrolment of the student.

**YARD BEHAVIOUR FLOWCHART**

**MINOR INAPPROPRIATE BEHAVIOUR**  
*e.g. Rough play, out of bounds, teasing*  
Restorative Chat

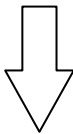


**MINOR BEHAVIOUR SLIP ISSUED**  
Yard duty teacher will issue a white slip and where appropriate use the 'Restorative Justice' prompt card to discuss behaviour with student. Students in R-2 will sit on the bench for 5 minutes while students from Years 3-7 will have 10 minutes.

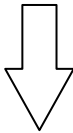


**FOLLOW UP (If required)**  
After lunch, forms will be issued to classroom teachers by senior students for follow up if required. Repeated incidents of minor behaviours may result in a Student Formal Agreement form being completed by the student and teacher to modify poor behaviour patterns.

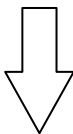
**MODERATELY SERIOUS INAPPROPRIATE BEHAVIOUR**  
*e.g. Fighting – physical or verbal*  
Restorative Conference & Agreement Form Completed if deemed necessary by classroom teacher once investigated. Parents may be asked to attend this conference.



**STUDENT ESCORTED TO BENCH BY DUTY TEACHER**  
Student will sit on the bench until the end of the break period. Reporting teacher will inform the classroom teacher of the moderately serious behaviour.

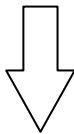


**RESTORATIVE CONFERENCE**  
A leadership team member will be available to supervise the class while the teacher is able to deal with the situation through a restorative conference. This restorative conference may lead to a Student Formal Agreement being completed.



**CHAT WITH PRINCIPAL (If required)**  
The student will meet with the Principal if deemed necessary by classroom teacher or at the discretion of the Principal.

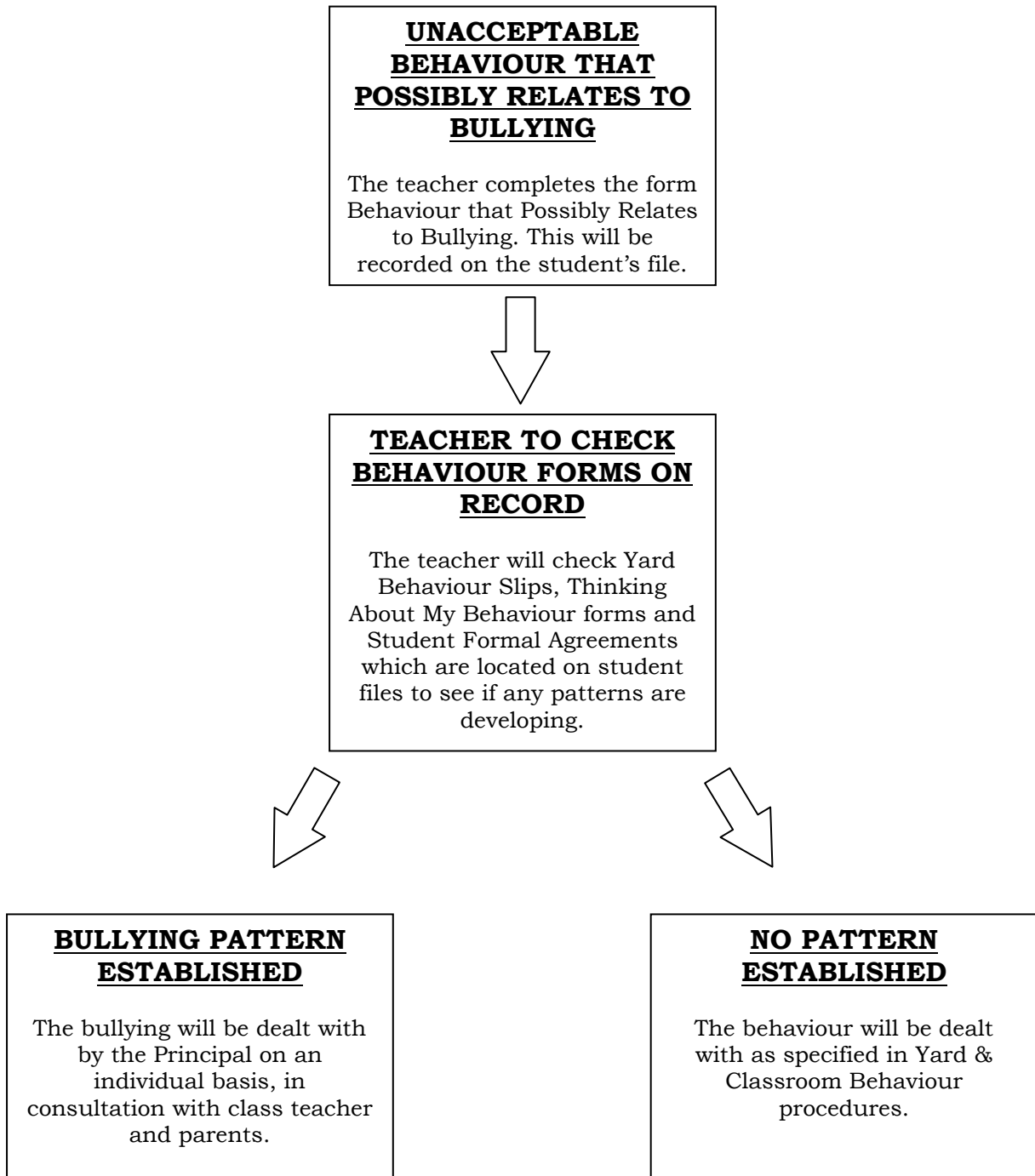
**VERY SERIOUS INAPPROPRIATE BEHAVIOUR**  
*e.g. Illegal drug on school grounds*  
Action to be determined by the Principal.



**STUDENT ESCORTED TO PRINCIPAL'S OFFICE**  
The Principal will deal with very serious inappropriate behaviours.



**BULLYING BEHAVIOUR FLOWCHART**





**STUDENT INCIDENT REPORT**

**DATE OF INCIDENT:** \_\_\_\_\_

**TIME OF INCIDENT:** \_\_\_\_\_

**STAFF MEMBER REPORTING:** \_\_\_\_\_

**CHILD(REN) INVOLVED:** \_\_\_\_\_

**DESCRIPTION OF INCIDENT:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ACTION TAKEN BY STAFF MEMBER:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MEDICAL ASSISTANCE REQUIRED:**                      **YES/NO** (Circle)

**DETAILS:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEACHER'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**PRINCIPAL'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SCHOOL RULES****Free Play Environment:**

- Walking inside buildings and on hard surfaces that immediately surround buildings.
- Food is to be eaten outside classrooms in designated areas and rubbish put into student's lunch boxes. (Fish/yoghurt containers & fruit scraps may be placed in fruit scrap bins)
- Chasey & running games on or through playground areas and toilets are not permitted.
- No hat, no play outside of verandah areas except for June, July & August.
- Sports equipment is not to be used by R-Yr 3 before school.
- Yr 4-7 can use balls sensibly (no footballs / kicking balls) on hard surfaces before school (Yr 6/7 only in quadrangle area and Yr 4/5 on court complex).
- After the siren to end playtimes, all activities and use of equipment is to cease immediately and children are to line up quickly and quietly.
- Play in a safe manner without tackling or rough play.
- No pulling limbs or bark off trees, or playing inappropriately with such items.

**Restricted Areas:**

- Children are not permitted behind the library, school hall or classrooms on southern boundary. (Drama/German rooms)
- Children are not permitted in the memorial garden area unsupervised.
- F-Yr 3 are permitted only on Junior Primary Oval.
- F-Yr 2 in School Hall on wet weather days supervised by Duty C teacher with no sports equipment.
- F-Yr 2 students on Junior playground.
- Yr 2-6 students on Senior playground.
- Yr 2-6 on court complex (no kicking of balls on court complex).
- Children are not permitted on playground equipment after school.
- Only specified trees to be climbed.
- Sports shed is not to be entered unsupervised unless performing sports borrowing duties.
- Classrooms & corridors are out of bounds during recess & lunch times unless supervised.
- Retrieving of sports equipment by students from out of school grounds or from roof is not permitted unless supervised by a teacher.

**Other:**

- No dangerous objects to be brought to school.(e.g. weapons)
- No dangerous behaviour with objects.
- Use all school equipment safely.
- Lollies, soft drinks and energy drinks are not to be included in school lunches.
- Children to sit and wait appropriately in designated pickup areas to be collected by car after school. Food is not to be consumed in pickup area whilst waiting for parents.
- Bicycles or other wheeled devices (e.g. skateboards, scooters) not to be ridden on school grounds.
- Children not to be on school grounds before 8.20am or after 3.40pm, other than for organised school activities.



**RESTORATIVE CONFERENCE - CODE OF CONDUCT**

- One person talks at a time and that is either the facilitator or the person the facilitator is addressing.
- The purpose of the conference is to find a solution to a problem and repair the damage to people, feelings, relationships & property – NOT to blame or get anyone into trouble.
- Each student involved will have their voice and story heard (Fair Process)
- We can only fix the problem fairly if people tell the truth.
- If a student chooses to NOT participate appropriately in the Restorative Conference, he or she hands all responsibility for the outcome over to the teacher and / or principal.

## Restorative Justice Chat/Conference Guidelines

**Establish the facts prior to formal conferencing where possible.**

Children are questioned in the following order:

### *WHY ARE YOU TELLING ME THIS?*

**Blue questions – ask the child / children who caused the incident**

**Green questions – ask the child / children affected or hurt**

*To the Perpetrator 1st*      *“What were you thinking about when you..?”*

*“And what are you thinking about it now?”*

*To the Victim*                      *“How did (the incident) make you feel?*

*or*

*“What effect did (the incident) have on you?”*

*Who else do you think may have been affected by this incident?  
(Both but victim 1st)*

*To the Victim*                      *“What do you need to repair the harm that has been caused  
by this?” (to property / game etc)*

*To the Perpetrator*              *“What do you think needs to be done by you to repair the  
harm that has resulted from this?” (to property / game etc)*

**Come to a negotiated agreement.**

*To the Victim*                      *“What do you need to repair the harm that has been caused  
to the relationship / friendship?”*

*To the Perpetrator*              *“What do you need to do to repair the harm that has  
been caused to the relationship / friendship?”*

**Come to a verbal / negotiated agreement. (If required):**

•To the victim: “If he / she were to repeat this action, what do you think is a reasonable consequence?”

•To the perpetrator: “If he / she were to repeat this action, what do you think is a reasonable consequence?”)

**YARD BEHAVIOUR – WHITE SLIP**

Name: \_\_\_\_\_ Time in: \_\_\_\_\_  
 Year / Class: \_\_\_\_\_ Time out: \_\_\_\_\_

Zone: \_\_\_\_\_ Recess / Lunch

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Out of bounds
- Running in corridors/hard surfaces
- Other.....

Behaviour has been dealt with Yes / No  
 Follow up required Yes / No

Duty teacher:  
 Date:

Name: \_\_\_\_\_ Time in: \_\_\_\_\_  
 Year / Class: \_\_\_\_\_ Time out: \_\_\_\_\_

Zone: \_\_\_\_\_ Recess / Lunch

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Out of bounds
- Running in corridors/hard surfaces
- Other.....

Behaviour has been dealt with Yes / No  
 Follow up required Yes / No

Duty teacher:  
 Date:

Name: \_\_\_\_\_ Time in: \_\_\_\_\_  
 Year / Class: \_\_\_\_\_ Time out: \_\_\_\_\_

Zone: \_\_\_\_\_ Recess / Lunch

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Out of bounds
- Running in corridors/hard surfaces
- Other.....

Behaviour has been dealt with Yes / No  
 Follow up required Yes / No

Duty teacher:  
 Date:

Name: \_\_\_\_\_ Time in: \_\_\_\_\_  
 Year / Class: \_\_\_\_\_ Time out: \_\_\_\_\_

Zone: \_\_\_\_\_ Recess / Lunch

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Out of bounds
- Running in corridors/hard surfaces
- Other.....

Behaviour has been dealt with Yes / No  
 Follow up required Yes / No

Duty teacher:  
 Date:

