



Bellbird Public School – All Settings Behaviour Consistency Guide

Low Level – Yellow (Teacher managed)	Mid Level – Orange (Executive managed)	High Level – Red (Executive managed)	Extreme – Purple (Principal Managed)
<ul style="list-style-type: none"> Inappropriate language Rude gestures Not playing fairly or by the rules Out of bounds Littering Disrupting learning of others (E.g. calling out, interrupting, chatting) Off Task Disrespect to students - Minor (e.g disrespectful comments) Inappropriate response to teachers direction (e.g muttering under the breath / back chat) Non-Compliance – Not following instructions. Rough play with no intent to harm (grabbing clothing in game) 	<ul style="list-style-type: none"> <i>Continuation of low Level behaviours where interventions have not been successful</i> Non-Compliance – Refusal to follow instructions. Work avoidance – whole lesson Rough play which puts others at risk(hitting, tripping, kicking, tackling) Reckless misuse of equipment Minor harassment (verbal or physical) Stirring others to get a negative reaction Throwing objects in anger Leaving the classroom without permission Disrespect to students -Major (e.g. targeted or repeated name calling / teasing) Disrespect to staff - Minor (arguing or aggressive tone/body language) Intentional swearing/inappropriate language at students Inappropriate use of toilet areas (unsafe, damage) 	<ul style="list-style-type: none"> <i>Repeated Low / Mid level behaviours where interventions have not been successful</i> Directed swearing at staff Vandalism Physical aggression Bullying behaviour (e.g Repeated disrespectful comments or name calling) Repeated Harassment and intimidation – (verbal or physical) Invading privacy in the toilets Throwing objects with intent to endanger others Major Disrespect to teacher (e.g. arguing / lying / screaming) Purposely activating a student meltdown, (including those with a known disability or trigger) Theft Inappropriate ICT (e.g inappropriate content) Inciting violence- egging someone on Deliberate intimidation (pretending to punch, kick, strike, trip, spit on, slap or step on someone) 	<ul style="list-style-type: none"> <i>Repeated high level behaviours</i> Refusing to follow instruction during lockdowns and emergencies. (drills included) Threatening harm to staff, community and /or students (verbally or physically) Destruction of property (intentional) Intentionally causing physical harm Bullying – targeted and repeated (<i>more than once</i>, as per DoE policy) incidents at any level, including social media Making false accusations of significant misconduct against others Inappropriate exposure of body parts Generalised sexual behaviour Drugs (taking or supplying) Animal Cruelty Weapons Physical Violence
<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom</p> <ul style="list-style-type: none"> Rule reminder Verbal Warning Move name on behaviour chart. Time out in class to allow time to reset behaviour <p>Playground</p> <ul style="list-style-type: none"> Rule reminder Verbal Warning Short time off play Move to different area 	<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom - Time out with Executive (20mins)</p> <p>Playground</p> <ul style="list-style-type: none"> - If safety concern - Removal from playground to Executive/safe space - If not safety concern, reinforce expected behaviour and give strategies to deescalate and refer to executive for follow up when possible <p>All settings</p> <ul style="list-style-type: none"> Record incident on Wellbeing system Thinking and planning room (TAP) 1 day Parent contacted by executive (Phone/email) Check-in behaviour card (3 Days) Loss of 3 Positive Behaviour Points (Can be earned back via check in card 3 Days) 	<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom - Time out in Executive class (rest of session)</p> <p>Playground - Removal from playground to Principal or executive</p> <p>All settings</p> <ul style="list-style-type: none"> Deescalate situation Record incident on Wellbeing System Time out with Principal Parent contact by Principal or Executive (phone or letter) Thinking and planning room(TAP) 3 days Check-in Card (5 days) Loss of 5 Positive Behaviour Points (Can be earned back via check in card 5 Days) 	<p>POSSIBLE RESPONSE/ACTION</p> <p>Classroom - Time out in Principal Office</p> <p>Playground - Removal from playground to Principal</p> <p>All settings</p> <ul style="list-style-type: none"> Formal caution of suspension and/or suspension Possible exclusion from excursions and or representation of the school eg carnivals, reward events, campsetc Loss of leadership positions for designated time, forgoing responsibilities of those roles (School leaders). Development/Review of behaviour support plan including linking with external services or Team around a school Check-in card (10 Days) Loss of 10 Positive Behaviour Points (Can be earned back via check in card)
<p>Multiple behaviours in one week or when interventions unsuccessful consider:</p> <ul style="list-style-type: none"> Recording on Wellbeing system Seeking Executive or LST support Parent contact (Teacher) 	<p>Multiple (>3) Orange level behaviours in one term or no improvement in behaviour consider:</p> <ul style="list-style-type: none"> Individual behaviour support plan (develop/review) APLAS Support Playground plan Restriction from non-essential school events or activities 	<p>Multiple (>2) Red level behaviours in one term or no improvement in behaviour consider:</p> <ul style="list-style-type: none"> Individual behaviour support plan (develop/review) APLAS Support Playground plan Formal Caution 	

Notes:

- Incidents occurring whilst representing the school, traveling to and from school or associated with school also fall under this consistency guide
- This is intended to be used as a guide for teachers, students and parents. It is no way intended to be an exhaustive or confined list.
- At all times behaviours need to be addressed in context, with previous history, special needs and individual student behaviour management plans taken into account.

