

## LEVELS OF RESPONSE TO PLAYGROUND BEHAVIOUR

| Behaviours may include but are not limited to:  | L<br>O<br>W | M<br>E<br>D<br>I<br>U<br>M | H<br>I<br>G<br>H |
|---|-------------|----------------------------|------------------|
| Not following school behaviour code – all rubbish in bins   |             |                            |                  |
| Not following school behaviour code – inside during break time  |             |                            |                  |
| Not following school behaviour code – playing fairly (count for swings/apple bobber)  |             |                            |                  |
| Not following school behaviour code – wearing hats  |             |                            |                  |
| Not following school behaviour code – out of bounds   |             |                            |                  |
| Not following school behaviour code – leaving the school grounds  |             |                            |                  |
| Not following school behaviour code – not completing a consequence  |             |                            |                  |
| Not following school behaviour code – walk in the well / office space   |             |                            |                  |
| Not following school behaviour code – non-compliance with reasonable instruction  |             |                            |                  |
| Not following school behaviour code – misuse of property (including sports equipment, cubby house and sand pit)   |             |                            |                  |
| Not following school behaviour code – verbal abuse towards others   |             |                            |                  |
| Not following school behaviour code – playing safely (sticks/rocks, at swings/ apple bobber – no jumping off/running between, footballs on asphalt, climbing/ fences) |             |                            |                  |
| Rough Play – rough play, tackling   |             |                            |                  |
| Theft   |             |                            |                  |
| Bullying – physical, oral, written, cyber   |             |                            |                  |
| Harassment - threatening, sexual, racial, homophobic, religious, disability   |             |                            |                  |
| Threatened Violence (with or without a weapon) – gestures, oral, written  |             |                            |                  |
| Sexual Behaviour  |             |                            |                  |
| Speaking – swearing   |             |                            |                  |
| Speaking – defiant manner of questioning / back answering   |             |                            |                  |
| Physical assault – kicking, hitting, punching, biting, requiring medical treatment  |             |                            |                  |
| Physical Contact – unwanted touching  |             |                            |                  |
| Violence using a weapon   |             |                            |                  |
| Intentional property damage   |             |                            |                  |
| Cyber Crime – breach of cyber safe practices  |             |                            |                  |
| Unsanctioned / Illicit / Illegal drugs on site  |             |                            |                  |

\*\* Any consequence will require a conversation with the child about their behaviour and what they could do next time for a better outcome. \*\*

| CONSEQUENCES  |   |  |
|---|---|--|
| Low   | Medium  | High   |
| Reminder<br>Logical<br>Consequences<br><br>(By staff member on duty or who witnessed the issue) | Sit Out – Call Home<br><br>(By staff member on duty or who witnessed the issue) | Office sit out – Call Home<br>(By staff member on duty or who witnessed the issue)<br><br>3 <sup>rd</sup> Similar offence in one term – Work in Office/ Take Home & Call home/ Parent In (Principal)<br>* Learning Plan/ Sprint/ Program with Pastoral Care worker etc...<br><br>Further offences -<br>Internal Suspension/ Suspension from school/ Exclusion<br>(At discretion of Principal / Department in consultation with Family) |

**Shared Values – Respect, Perseverance, Resilience, Kindness**