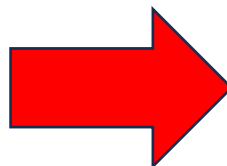


Carmel School Behaviour Action Plan

Behaviours that have a negative impact

(managed by teachers in the classroom and on duty):

- Disrupting learning
- Refusal to follow instructions or complete set tasks
- Disrespectful interactions



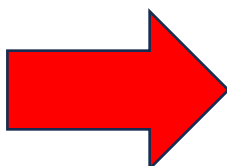
Logical Consequences

- First warning to adjust behaviour accompanied by clear explanation of expectations
- Second warning to adjust behaviour accompanied by a further explanation of expectations and consequences
- Third warning will result in a lunch time behaviour reflection with the teacher

Behaviours that have a moderately negative impact
(managed by Dean of Learning and Teaching (DTL) in the Primary School; Director of Student Development and Wellbeing (DoSW) in the High School):

Any of the behaviours listed above being repeated or

- Mean on purpose words and actions
- Inappropriate physicality including rough play



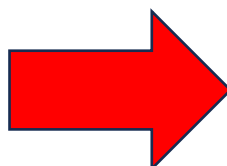
Logical Consequences

- First warning to adjust behaviour accompanied by clear explanation of expectations
- Second warning to adjust behaviour accompanied by a further explanation of expectations and consequences
- Third warning will result in a lunch time behaviour reflection time with the DTL, HOP, DoSW or HOS

Behaviours that have a significantly negative impact

Any of the behaviours listed above being repeated, or

- Swearing
- Damage to School property
- Bullying
- Physical/verbal aggression
- Stealing



Logical Consequences

(managed by DLT, HOP, DoSW or HOS)

- Immediate withdrawal from the classroom/playground/oval
- Behaviour reflection complete with DLT, HOP, DoSW or HOS
- Student will be reintegrated into the learning or play environment under the supervision of the DLT, HOP, DoSW or HOS
- Repeated behaviours will result in the formulation of a behaviour plan that will clearly state expectations and logical consequences whilst supporting the needs of the individual