



St. Thomas' Primary School

Last Viewed: May 2018

Next Review: may 2018

STUDENT BEHAVIOUR

NB: The use of corporal punishment is not permitted at St. Thomas' Primary School

Incident Report: **MINOR:** Description and Procedures

Minor:

Dealt with by Yard Duty Teacher

No incident report is to be completed.

Follow up with the class teacher if the behaviour is repeated.

1. FIVE FINGER STRATEGY



2. Walk with the yard duty teacher.

3. Use restorative practices conversation.

Questions That Can Make Things Right

Questions for wrongdoers include:

1. What happened?
2. What were you thinking about at the time?
3. What have you thought about since the incident?
4. Whom do you think has been affected by your actions? In what way?
5. What do you think you need to do to make things right?

Questions for those affected by wrongdoing include:

1. What did you think when you realized what had happened?
2. What effect has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

	<p>4. If repeated behaviour occurs: either contact teacher by;</p> <ul style="list-style-type: none"> ★ person to person ★ share google form, doc or email with a brief outline
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Incident Report: **MODERATE:** Description and Procedures

<p>Moderate:</p> <ol style="list-style-type: none"> 1. Swearing 2. Low level behaviour / low level impact 3. Rough and unruly behaviour 4. Out of bounds 5. Other 	<ol style="list-style-type: none"> 1. Yard duty teacher to complete an incident report found in the yard duty folder and on team drive. 2. Yard duty teacher to follow up with the student(s). 3. Place the completed incident report in the tray in the office. 4. Notify parents of what happened (both instigator and victim) <p>DELIVERY OF REPORTS</p> <p>Incident reports and letter home to be placed in an incident report folder. Wellbeing Officer to enter the report onto system and collect information Bring reports to meetings when necessary</p>
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Incident Report: **MAJOR:** Description and Procedures

<p>Major:</p> <p><u>1. Swearing (offensive language)</u></p> <ul style="list-style-type: none"> ★ Intent to hurt emotionally ★ High level language ★ Malice is evident ★ At an adult <p><u>2. Physical Aggression</u></p> <ul style="list-style-type: none"> ★ Persistent repetitive violence eg: hitting kicking etc. ★ Isolation ★ Verbal ★ Negative peer pressure ★ Emotional <p><u>3. Bullying</u></p> <ul style="list-style-type: none"> ★ Gender bullying ★ Persistent harrassment ★ Isolation ★ Verbal ★ Negative Peer Pressure 	<p>Major Procedure</p> <ol style="list-style-type: none"> 1. Take child to designated CHILL OUT ROOM (opposite the office) 2. Yard Duty teacher to complete the incident report found in yard duty folder and give to the principal. NOTE: If the incident occurs at the end of recess or lunch it must be followed up by an available person at an appropriate time. 3. Notify parents of both instigator and victim where necessary. 4. Hand relevant paperwork to the Wellbeing Officer. 5. Inform the teachers of all students involved in the incident. 6. Where necessary incidents entered onto CASES system.
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<p>★ Emotional</p> <p><u>4. Deliberate disobeying of an instruction.</u></p> <p><u>5. Vandalism</u></p> <p><u>6. Other</u></p>	
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STUDENT BEHAVIOUR MODERATE / MAJOR INCIDENT REPORT

- MODERATE
- MAJOR

<p>PERSON MAKING THE REPORT:</p> <p>NAME: _____</p> <p>DATE: ___ / ___ / ___</p> <p>TIME: ____ : ____</p> <p>INCIDENT TYPE:</p> <p>MODERATE INCIDENT Dealt with by the Yard Duty Teacher</p> <p><input type="checkbox"/> Swearing</p> <p><input type="checkbox"/> Unruly rough yard behaviour eg; hitting and kicking that causes injury to another student</p> <p><input type="checkbox"/> Out of bounds</p> <p><input type="checkbox"/> Other</p>	<p>LOCATION:</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Basketball Court</p> <p><input type="checkbox"/> Top Oval</p> <p><input type="checkbox"/> Bottom Oval</p> <p><input type="checkbox"/> Undercover Area</p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Specialist Subjects:</p> <p>PLEASE NAME: _____</p> <p><input type="checkbox"/> Other</p> <p>ACTION</p> <p><input type="checkbox"/> Request to notify parents</p> <p><input type="checkbox"/> Follow up by Principal and/or relevant staff member deemed necessary</p> <p>AUTHORISED BY:</p> <p>Signature: _____</p>
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DETAILS OF INCIDENT
PLEASE GIVE A BRIEF OVERVIEW OF WHAT HAPPENED

PARENTS NOTIFIED:

INSTIGATOR: _____ TIME: ____:____

VICTIM: _____ TIME: ____:____

INSTIGATOR (S) NAME (S) AND GRADE (S):	
INCIDENT VICTIM (S) NAME (S) AND GRADE (S):	
YARD DUTY TEACHER:	

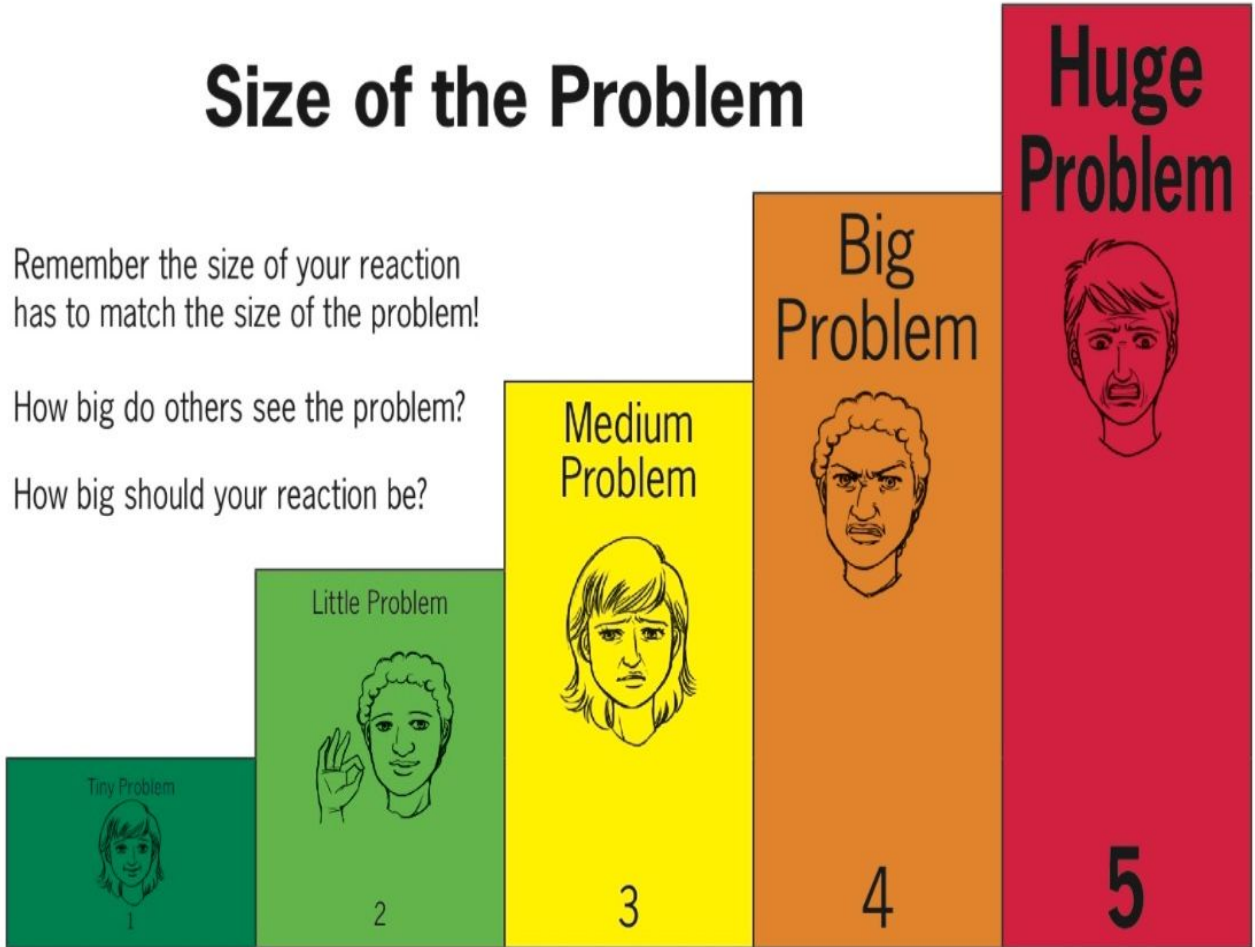
COMPLETED INCIDENT REPORT TO BE SENT WITH STUDENT TO THE PRINCIPAL OR WELLBEING OFFICER

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

transcendence

The 24 Character Strengths

wisdom

From *Character Strengths and Virtues: A Handbook and Classification*
by Prof Chris Peterson and Prof Martin Seligman

APPRECIATION OF BEAUTY & EXCELLENCE
Appreciating beauty, excellence, and/or skilled performance in various domains of life

temperance

SPIRITUALITY
Having coherent beliefs about the higher purpose, the meaning of life and the meaning of the universe

FORGIVENESS & MERCY
Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful

These are strengths we all possess. Which of them are strongest in you?

courage

CREATIVITY
Thinking of novel and productive ways to conceptualize and to do things

GRATITUDE
Being aware of and thankful of the good things that happen; taking time to express thanks

HUMILITY & MODESTY
Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is

justice

humanity

BRAVERY
Not shrinking from threat, challenge, difficulty or pain, acting on convictions even if unpopular

CURIOSITY
Taking an interest in ongoing experiences for its own sake; exploring and discovering

HOPE
Expecting the best in the future and working to achieve it

PRUDENCE
Being a careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted

CITIZENSHIP
Working well as a member of a group or team; being loyal to the group

LOVE
Valuing close relations with others, in particular those in which sharing and caring are reciprocated

PERSISTENCE
Finishing what one starts; persisting in a course of action in spite of obstacles

OPEN-MINDEDNESS
Thinking things through and examining them from all sides; weighing all evidence fairly

HUMOUR
Liking to laugh and tease; bringing smiles to other people; seeing the light side

SELF-REGULATION
Regulating what one feels and does; being disciplined; controlling one's appetites and emotions

FAIRNESS
Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others

KINDNESS
Doing favours and good deeds for others

INTEGRITY
Presenting oneself in a genuine way; taking responsibility for one's feeling and actions

LOVE OF LEARNING
Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally

LEADERSHIP
Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group

SOCIAL INTELLIGENCE
Being aware of the motives and feelings of other people and oneself

VITALITY
Approaching life with excitement and energy; feeling alive and activated

PERSPECTIVE
Being able to provide wise counsel to others; having ways of looking at the world that makes sense to oneself and to others

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Five Finger Solution OR Strategy

