

## Lameroo Regional Community School- Personal Responsibility Agreement

**Rationale: The following steps are used to support students to make a positive choice about their behaviour at school. The most profound learning occurs when there are healthy relationships. Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contribute to the improvement of learning outcomes.**

PRIMARY	Action/Responsibility			
Steps	Student	Teacher	Leader/Office Staff	Parent/Caregiver
1. Rule Reminder	Student will need to catch up missed learning	Restate the rule	Nil	Nil
2. Warning	Opportunity to change behaviour	Verbally provide the student with a warning and state why Record the warning in the class behaviour log (with reason)	Nil	Nil
3. Remove from the Group	Student will reengage in the learning task in an alternative space within, or in view, of the classroom Student will take materials and equipment required	Teacher to provide an alternative space for the student that is in their view and monitor their engagement and behaviour Record Remove in behaviour log (with reason) Teacher to notify student when they are to return and restate what the need to do to be successful Duration: 5-10 minutes	Nil	Nil
4. Removal from Class	Student will reengage in the learning task in an alternative space, this may include the deputy's office, or an alternative classroom. Student will take materials and equipment required	Teacher to ensure student attends with materials and equipment required, teacher on duty needs to monitor the students behaviour Record Remove in behaviour log (with reason) Teacher to notify student when they are to return and restate what the need to do to be successful Duration: as negotiated with student and classroom teacher	Deputy may monitor student behaviour during removal from class	Nil
5. Office Reflection <i>(Behaviour Reflection Sheet)</i>	Student to move to the office Student to complete the behaviour reflection form appropriate to their needs	Teacher to ring through and confirm student is at the office Teacher to organise a conversation with the student to discuss the behaviours of concern and make agreements for future success (student and teacher) Teacher to contact the caregiver/parent and EDSAS and record the office reflection in the class behaviour log (with reason) Duration: Once the student has completed the reflection sheet and is calm and ready to resume class	Office staff to monitor the student and provide them with behaviour reflection sheet Leader to have a conversation with the student when they are calm and monitor when they resume class	Parent/Caregiver notified by teacher
6. Take Home	Student to move to the office Student to complete the behaviour reflection form appropriate to their needs (if not completed in Step 5)	Teacher to ring through and confirm student is at the office Teacher to EDSAS and record the take home in the class behaviour log (with reason)	Office staff to monitor the student and provide them with behaviour reflection sheet Leader to communicate with the teacher Leader to contact parent/caregivers to organise pick up Leader to organise re-entry meeting with staff, student and parents/caregivers Leader to EDSAS	Parent/Caregiver notified for collection and available for re-entry meeting buy leader
<b>F-7 SPECIALIST SUBJECT and TRTS</b>	Personal Responsibility Agreement resets with each teacher Specialise teachers and TRTS follow the same processes, however step 4 is removed. They need to collect the behaviour log and return it with the class.			

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SECONDARY	<b>Action/Responsibility</b> Personal Responsibility Agreement resets with each teacher, each day Student will need to catch up missed learning			
Steps	Student	Teacher	Leader	Parent/Caregiver
1. Rule Reminder	Opportunity to change behaviour	Restate the rule	Nil	Nil
2. Warning	Opportunity to change behaviour	Verbally provide the student with a warning and state why	Nil	Nil
3. Remove from the Group	Student will reengage in the learning task in an alternative space within, or in view, of the classroom Student will take materials and equipment required	Teacher to provide an alternative space for the student that is in their view and monitor their engagement and behaviour Teacher to EDSAS Teacher to notify student when they are to return and restate what they need to do to be successful Duration: 5-10 minutes	Nil	Nil
4. Office Reflection <i>(Behaviour Reflection Sheet)</i>	Student to move to the office Student to complete the behaviour reflection form appropriate to their needs	Teacher to ring through and confirm student is at the office Teacher to organise a conversation with the student to discuss the behaviours of concern and make agreements for future success (student and teacher) Teacher to contact the caregiver/parent and EDSAS Duration: Once the student has completed the reflection sheet and is calm and ready to resume class	Office staff to monitor the student and provide them with behaviour reflection sheet Leader to have a conversation with the student when they are calm and monitor when they resume class	Parent/Caregiver notified by teacher
5. Take Home	Student to move to the office Student to complete the behaviour reflection form appropriate to their needs (if not completed in Step 5)	Teacher to ring through and confirm student is at the office Teacher to EDSAS	Office staff to monitor the student and provide them with behaviour reflection sheet Leader to communicate with the teacher Leader to contact parent/caregivers to organise pick up Leader to organise re-entry meeting with staff, student and parents/caregivers Leader to EDSAS	Parent/Caregiver notified for collection and available for re-entry meeting by leader

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YARD				
Action/Responsibility				
Steps	Student	Teacher	Leader	Parent/Caregiver
1. Rule Reminder	Opportunity to change behaviour	Restate the rule	Nil	Nil
2. Yard Reflection	Opportunity to change behaviour	Verbally provide the student with a warning and state reason Teacher to lead restorative practices with peers	Nil	Nil
3. Yard Removal to office (Behaviour Reflection Sheet)	Student to move to the office Student to complete the behaviour reflection form appropriate to their needs	Teacher to check in with the office and confirm student attended Teacher to organise a conversation with the student to discuss the behaviours of concern and make agreements for future success (student and teacher) Teacher to contact the caregiver/parent and EDSAS Duration: Once the student has completed the reflection sheet and is calm and ready to resume	Office staff to monitor the student and provide them with behaviour reflection sheet Leader to have a conversation with the student when they are calm and monitor when they resume	Parent/Caregiver notified by teacher
4. Extreme behaviour will result in immediate removal from the yard to the office for Leadership Team attention.	Student to move to the office Student to complete the behaviour reflection form appropriate to their needs (if not completed in step 3)	Teacher to check in with the office and confirm student attended Teacher to EDSAS Duration: Leader to confirm	Office staff to monitor the student and provide them with behaviour reflection sheet Leader to communicate with the teacher Leader to contact parent/caregivers to organise pick up if required Leader to organise re-entry meeting with staff, student and parents/caregivers if required Leader to EDSAS	Parent/Caregiver notified for collection and available for re-entry meeting by leader if required

Further Descriptions:
<p><b>Internal Suspension</b> In the event that the student has recently received a Take Home for their classroom behaviour leaders, in consultation with the teacher, will discern if an Internal Suspension is appropriate on the next occasion. Leaders will complete all paperwork required for Internal Suspension.</p>
<p><b>External Suspension</b> In the event that the student has recently received an Internal Suspension for their classroom behaviour leaders, in consultation with the classroom teacher, will discern if an External Suspension is appropriate on the next occasion. Leaders will complete all paperwork required for Suspension.</p>
<p><b>Behaviour Log</b> Primary staff record on a class behaviour log when a student receives a warning and the behaviour that led to the warning. EDSAS Codes are encouraged. Eg 101 – Distracting others / anti-social behaviour. The behaviour log follows the class to specialist lessons and is used by TRTs.</p>