

St Paul's Catholic Primary School Albion Park Playground Behaviour Definitions and Consequences

	MINOR-Green Slips The 3 Step Playground Duty Process Step 1. School Rule Reminder. Step 2. Use Restorative Justice questions with student(s) (Refer to Playground Folder). Step 3. If continued inappropriate behaviour occurs inform the child you are completing a MINOR slip. <i>3 Minors in a Term= Mini-Major (Peace Room explicit teaching, two days off the playground and a letter home)</i>	MAJOR- Orange Slips Major incidents are dealt with by the Assistant Principal or Principal. The teacher sends immediately (Red Tag) for a leadership member to take the child(ren) from the area. All Major incidents involve parent contact via letter or telephone. Follow up will involve explicit teaching in the Peace Room. All orange slips will automatically lead to a week off the playground.
Physical Contact/Aggression	<p><i>Non-serious but inappropriate physical contact.</i></p> <ul style="list-style-type: none"> • Body contact games e.g. wrestling, karate, pushing, shoving, pulling, barging, tackling or kicking etc in games or lines. • Children hitting each other with hats as a game. 	<p><i>Serious and intentional physical behaviour that may lead to injury.</i></p> <ul style="list-style-type: none"> • Intentionally trying to hurt another student or students with force e.g. hitting, kicking, throwing sticks or stones, biting or the use of other objects as weapons.
Inappropriate Language	<p><i>Low intensity but inappropriate language.</i></p> <ul style="list-style-type: none"> • Low-level name calling in the heat of the moment. 	<p><i>Serious and inappropriate language.</i></p> <ul style="list-style-type: none"> • Swearing of any kind at staff or another student or in the heat of the moment. (Zero Tolerance) • Use of words that are of a racial, sexual or embarrassing nature. • Rude body language.
Defiance / Non-Compliance / Disrespect	<p><i>Brief or Low intensity failure to respond to a direction or request from a staff member.</i></p> <ul style="list-style-type: none"> • Eye rolling. • Comments under the breath. • Back chatting / Ignoring instructions. • Playing out of bounds. • Not taking being out in a game. 	<p><i>Deliberate or sustained refusal to respond to a direct instruction from a staff member.</i></p> <ul style="list-style-type: none"> • Threatening staff, verbally or physically. • Continually refusing to obey an instruction from teacher.

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Disruption	<p><i>Low intensity, but inappropriate disruption.</i></p> <ul style="list-style-type: none"> • Ignoring bells. • Talking on lines. • Running through games intentionally. • Using areas inappropriately e.g. Quiet Area. 	<p><i>Repeated disruption of children at play or during assembly.</i></p> <ul style="list-style-type: none"> • Sustained, inappropriate talking / distraction at inappropriate times.
Bullying and Harassment	<p><i>Inappropriate verbal comments or low-level physical behaviour.</i></p> <ul style="list-style-type: none"> • One off teasing/put down. • Gossiping and rumours. • Poking, taking hats and pulling clothing. • Chanting e.g. handball "You're out!" • Taking equipment off another. 	<p><i>Deliberate behaviour causing serious physical or psychological harm.</i></p> <ul style="list-style-type: none"> • Intimidation by threatening to harm. • Pulling pants down or other behavior of a sexual or racist nature. • Intimidation of students through physical, anger or frustration. • Intentional misuse of power e.g. intimidating student.
Property Misuse	<p><i>Low intensity misuse of property and careless use of equipment.</i></p> <ul style="list-style-type: none"> • Using equipment unsafely or without permission. • Taking or not respecting others equipment or property e.g. hat, ball, lunch box, school bag or skipping rope. • Discarding rubbish inappropriately. 	<p><i>Deliberately damaging equipment or property.</i></p> <ul style="list-style-type: none"> • Theft. • Possession of a mobile phone. • Willfully causing damage to school or personal property e.g. toilets. • Graffiti or vandalism.

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