## KTL Referral

### Behaviour Improvement Process with

- Knowledge, Truth & Love -

<table>
<thead>
<tr>
<th>Child’s Full Name</th>
<th>Class</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In Class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Protagonist</th>
<th>Target</th>
<th>Bystander</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Referring Staff</th>
<th></th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>

### Description of Incident

- [ ] Bus stop
- [ ] Church
- [ ] Classroom
- [ ] Covered area + deck
- [ ] Drive thru Benfer
- [ ] Drive thru Red Gum
- [ ] Environmental area
- [ ] Excursion
- [ ] ICT lab
- [ ] Inter-school sports
- [ ] Library
- [ ] Lining-up
- [ ] OHSC
- [ ] Playground – Adven
- [ ] Playground – Admin
- [ ] Playground – Logs
- [ ] Playground – MPC
- [ ] Playground – Oval
- [ ] Playground – Prep
- [ ] Toilets – Early
- [ ] Toilets – Junior
- [ ] Toilets – Middle
- [ ] Toilets – Prep
- [ ] Transition
- [ ] Tuckshop
- [ ] Unitas Centre
- [ ] Administration

### Breach of School Expectations

- Respect Everyone [ ]
- Inspire Learning [ ]
- Take Care of Property & Environment [ ]
- Act Safe, Be Safe [ ]

### Behaviour Level

- 2 [ ]
- 3 [ ]
- Repeated [ ]

### Other Person’s Involved

### Motivation Comments

- [ ] Access attention peer
- [ ] Access attention adult
- [ ] Avoid attention peer
- [ ] Avoid attention adult
- [ ] Access tangible
- [ ] Avoid tangible
- [ ] Access sensory
- [ ] Avoid sensory

### Incident Manager

### Consequence Decision

### Parent Contacted

- [ ] NVCI de-escalation used
- [ ] NVCI physical control used

### Interventions

- [ ] KTL Referral
- [ ] Expected behaviour re-taught
- [ ] Data gathered about behaviour
- [ ] Restorative process
- [ ] Restorative process
- [ ] Social story developed
- [ ] Social story re-read
- [ ] Brief FBA
- [ ] Time out in class
- [ ] Time out in office
- [ ] Time out elsewhere
- [ ] Negotiated consequences
St Rita’s School

Behaviour Improvement Process with Knowledge, Truth, Love

Consistent Consequences Matrix

This matrix is one component of our Behaviour Learning Program. The aim of our overall program is to teach right behaviours and reduce the frequency and impact of the problem behaviours outlined below. This can be achieved through the consistent and effective teaching of our School Community Expectations:

**Show That We:**
- Respect Everyone
- Inspire Learning
- Take Care of Property and our Environment
- Act Safe and Be Safe

We recognise that poor choice behaviours are going to occur and therefore consider it important to provide consistent and known consequences to these behaviours.

<table>
<thead>
<tr>
<th>LEVEL ONE</th>
<th>LEVEL TWO</th>
<th>LEVEL THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Out of bounds / playing in the toilets / not responding to bells / running around buildings</td>
<td>• Repeated Level 1 infractions</td>
<td>• Fighting / violence</td>
</tr>
<tr>
<td>• Unsatisfactory completion of task (refer to classroom consequence chart which you’ve negotiated)</td>
<td>• Verbal abuse, swearing, confronting others, teasing, aggressive behaviour</td>
<td>• Bullying / standoff/ biting/ intimidating/threats/spitting</td>
</tr>
<tr>
<td>• Low level non-compliance</td>
<td>• Pushing, tackling, fighting games (pretending to fight)</td>
<td>• Serious theft</td>
</tr>
<tr>
<td>• Physically annoying others</td>
<td>• Inciting violence</td>
<td>• Cruelty to animals</td>
</tr>
<tr>
<td>• Not wearing hat during outdoor play</td>
<td>• Vandalism/graffiti on school or other’s property – minor</td>
<td>• Repeated level 2 infractions</td>
</tr>
<tr>
<td></td>
<td>• Throwing / kicking other people’s property</td>
<td>• Breach of ICT Student Use Agreement</td>
</tr>
<tr>
<td></td>
<td>• Disrupting the class lessons (see classroom consequences chart)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walking away from a teacher or failure to respond, being impolite</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Racist / sexist comments and harassment</td>
<td></td>
</tr>
</tbody>
</table>

**CONSEQUENCES**

Determined within classroom or playground context

Time – out process or possible KTL at teacher discretion

KTL Behaviour Support Process

<table>
<thead>
<tr>
<th>SHORT SUSPENSION (1-5 days)</th>
<th>LONG SUSPENSION (5-10 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension could be from playground, classroom or both within the school or from school at home</td>
<td>Possess weapon or illegal substance</td>
</tr>
<tr>
<td></td>
<td>Violence towards staff member</td>
</tr>
<tr>
<td></td>
<td>Repeated short suspension infraction</td>
</tr>
<tr>
<td></td>
<td>Serious breach of ICT Student Use Agreement</td>
</tr>
</tbody>
</table>

Please note the above is at administrative discretion from Level 2 onwards. ‘Compassion’ and ‘severity’ issues will be taken into account with all decision making. The Principal has final say in all behaviour consequence matters.