



Student Welfare and Discipline Procedure

Introduction

Ambarvale Public School believes that all students should be able to learn and develop in a safe and secure environment. We value the importance of student safety and well-being as essential pre-requisites for effective learning. (*National Safe Schools Framework 2011*)

There is a key understanding that all students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

Our school's mission is to provide excellence in education, empowering students to achieve their potential, within an engaging, caring and inclusive environment.

To achieve our mission, we aim to provide a safe, supportive and respectful teaching and learning community that promotes student well-being. A strong emphasis is placed on positive, proactive whole school practices that promote a partnership between the school and the community based on shared responsibility and mutual respect.

The partnership aims to support students in becoming self directed, responsible, lifelong learners who can create a positive future for themselves and for the wider community. We strive to achieve this through an effective social, cultural and academic curriculum, which caters for the individual needs of students.

Ambarvale Public School is committed to maintaining high standards of positive student welfare practices and effective discipline, working with our community to maximise the success of every student.

This procedure is to be read in conjunction with NSW Department of Education and Training: *Student Welfare Policy Statement – 1986; the document, Good Discipline and Effective Learning - 1996, and the Student Discipline In NSW Government Schools Policy – 2006.*

Statement of Principles

This policy is based on the following principles:

- Students are expected to follow the school rules;
- Students are supported to follow the rules and manage their behaviour;
- There are consequences for positive and negative behaviour;
- There are levels of disciplinary action;
- A school wide system exists and a consistent approach is applied by all staff;
- Staff aim to apply a proactive approach to student welfare, and
- Some individual students present with specific needs that require individualised support.

This procedure is implemented, consistent with Department of Education: Work Health & Safety policy and Student Welfare Policy for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

“This school policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.” (Reference: NSW Department of Education and Training: *Student Welfare Policy Statement – 1986*).

Rights and Responsibilities

A. Student Rights

Students at Ambarvale Public School have the right to:

- learn in an environment free of disruption, harassment and discrimination;
- be treated with respect, dignity and kindness at all times;
- a safe and caring school environment;
- use technology, free from bullying and harassment;
- be a part of relevant decision making processes in the school;
- expect that their belongings are safe and cared for;
- learning programs catering to appropriate levels and needs;
- be well informed and participate in their assessment and learning goals;
- be recognised for their academic, sporting, civic and social achievements, and
- work with teachers in following the school’s agreed behaviour management program.

Student Responsibilities

Students at Ambarvale Public School have the responsibility to:

- work and learn to the best of their ability and allow other students to do the same;
- take responsibility for their own behaviour;
- respect and care for school property;
- play safely and fairly with each other in the playground;
- respect other students and their belongings;
- maintain their school merit awards in a safe place;
- attend school every school day (unless appropriate reason/permission is given) and be in class on time and prepared to learn;
- travel to and from school in a sensible and safe manner;
- display exemplary behaviour at all times, including out of school activities/excursions;
- co-operate with all school staff by following requests in a respectful manner;
- wear full school uniform with pride;
- follow all school and classroom rules;
- follow the school Anti-bullying Plan;
- report accidents, incidents or any issues that impact on their own or others’ safety, wellbeing or learning;
- abide by the core rules expected of all students in NSW Government Schools;
- abide by the school’s mission statement and vision; and
- use technology/social media appropriately in accordance with the Anti-bullying Plan.

B. Staff Rights

Staff at Ambarvale Public School have the right to:

- be treated with respect and dignity by all members of our school community;
- work in an environment free from harassment, discrimination and intimidation;
- expect parents to work with their children to develop socially acceptable behaviour in partnership with teachers;
- expect support from all members of the school community;

- teach in cooperative and safe classrooms;
- work in a safe and harmonious school environment;
- make decisions on dealing with inappropriate behaviours as they occur within the guidelines of this policy, and
- access support from DEC and school executive, where appropriate.

Staff Responsibilities

All staff at Ambarvale Public School have the responsibility to:

- treat all members of our school community with respect and dignity;
- provide learning programs that cater for the needs of the students in their care;
- communicate effectively and sensitively with parents on matters relating to their child's welfare;
- collegially support whole school decisions, initiatives and systems;
- provide a happy, safe, engaging and motivating learning environment free from disruption, harassment and discrimination;
- consistently follow the school's behaviour management procedures;
- recognise and reward students for their achievements and endeavours across all areas of the school curricula;
- implement a range of strategies to support students displaying inappropriate behaviour;
- actively supervise students in their care;
- display class rules and ensure that they are adhered to;
- display and implement an individual class management system;
- keep accurate records of rewards issued to students;
- abide by the school's mission statement and vision;
- abide by the DEC Code of Conduct;
- implement the School Welfare and Discipline Policy and the school Anti-bullying Plan; and
- mandatory report when concerned about the well being of a student.

C. Parents and Carers Rights

Parents and carers at Ambarvale Public School have the right to:

- have their children safe and happy at school;
- be treated with respect and dignity by all members of the school community;
- be informed of their child's welfare, including changes in behaviour, attitude and effort;
- be informed when their child seriously breaches the school rules or demonstrates ongoing behavioural concerns;
- work in partnership with their child and staff to promote responsible behaviour;
- expect the school to link parents and children with appropriate community agencies where needed;
- teachers who provide learning/educational programs that cater for their child's needs;
- expect that their child's learning will not be disrupted by the actions of other students;
- access to support agencies, such as a school counsellor when requested, and
- discuss issues with staff.

Parents and Carers Responsibilities

Parents and carers at Ambarvale Public School have the responsibility to:

- support the School Welfare and Discipline Policy and the behaviour management procedures employed;
- support the School Anti-bullying Plan;
- support their child in taking responsibility for their actions;
- inform the school of any issues/incidents related to their child's welfare;
- ensure that their child attends school regularly and on time;
- assume the greater responsibility for their child's behaviour as they travel to and from school;

- ensure that children arrive at school prepared with the necessary equipment, suitable school uniform and appropriate food;
- work in partnership with the school staff;
- ensure that their child is punctual to all school activities;
- treat all members of the school community with respect and dignity;
- be cooperative in all dealings with the school;
- abide by the DEC Code of Conduct (parent);
- abide by the school's mission statement and vision, and
- ensure that no illegal substances, alcohol, tobacco or weapons are brought to school or school events.

School Behaviour Management System

Core rules for all students in NSW Public Schools

The following core rule expectations of all students in NSW Public Schools underpin our school rules and discipline system.

All students in NSW Government schools are expected to:

- attend every school day, unless they are legally excused, and be in class on time and prepared to learn;
- maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy;
- behave safely, considerately and responsibly, including when travelling to and from school;
- show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities;
- treat one another with dignity and respect, and
- care for property belonging to themselves, the school and others.

NB: Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Core School Rules

Our four core school rules are:

- Be Safe
- Be Respectful
- Be Kind
- Be a Learner

PBL

Ambarvale Public School implements Positive Behaviour for Learning(PBI). PBL is a process that allows for designing, implementing, and evaluating effective school-wide, classroom, non-classroom, and individual student welfare practices and strategies. The implementation of PBL at our school underpins our Student Welfare System and is implemented with the purpose of fostering a quality learning environment for all members of the school community and maximising learning outcomes for all students. Students are explicitly taught important social and behavioural knowledge and skills to support them in being positive members of the school community, and assist them in making positive contributions to society.

PBL promotes a team based approach to student welfare practices. A PBL committee operates at our school and consists of staff that have training and/or experience in this approach. Our school is supported by a regional consultant and an internal coach.

PBL focuses on:

- a consistent approach to student welfare and discipline throughout the school;
- clear behavioural expectations for students in all areas of school life;
- application of evidence-based interventions to teach expected behaviours;
- school wide practices that reward positive behaviours in line with the school's expectations;
- school wide practices that outline consequences for negative behaviour, and
- ongoing evaluation of the effectiveness of PBL.






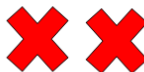
School Matrix of Expected behaviours:

Our school has a matrix of expected behaviours in all areas of the school. These behaviours are explicitly taught and reinforced with the students through discussions, lessons and visual reminders throughout the school, supporting students in following the expected standards of behaviour. (Reference: Appendix 1 Ambarvale Public School PBIS Matrix 2016)

Rewarding Positive Behaviour

Classroom

Teachers reward and recognise students who follow the rules in a variety of ways through encouragement and regular feedback to students. In each classroom, there is a visual consequences chart for both positive and negative behaviours. The positive steps on this chart include, 'Great effort', 'Superstar', 'Ambarvale All star'.

Ambarvale All Star 	Super Star 	Great Effort 	Ready to Learn 	Warning 1 	Warning 2 	✘ Time out: ✘ 1. Classroom 2. Buddy Class 3. Supervisor 4. Office
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This visual tracking of student behaviour is supported by

- Verbal praise
- stickers/stamps
- Rule reminders
- Explicit and consistent language to discuss behaviour

At the end of each day, students receive stamps on their Ambarvale All Star Chart for being on the positive behaviour steps. The number of stamps is dependent on which level they conclude the day on. Students may move up and down the steps throughout the day.

Filling up the Ambarvale All Star Chart results in one PBL award. 3 PBL awards result in one merit award.

Teachers may also use other individualised strategies specific to the additional needs of particular students.

Playground

All students are rewarded for positive playground behaviour through verbal, non-verbal feedback as well as playground raffle tickets. Teachers on duty hand out playground raffle tickets to students who are demonstrating the four school rules. The raffle is drawn each Friday and the two winners receive a canteen voucher to spend.

Lining up awards

At each time of the day that classes are lining up under the COLA, teachers are able to award tokens to whole classes for excellent behaviour. These points are tallied at the end of each week and the winning class is then responsible for choosing the lining up music to be played with the bell on the following week.

Whole School Award System

School merit awards can be earned through the classroom system, or they can be awarded at each whole school assembly. The school's merit award system is **cumulative**. Students are able to use awards given in previous years (starting from 2011) to obtain a Bronze, Silver, Gold or Platinum award.

Classroom system

15 stamps = 1 PBL All Star award

3 PBL awards = 1 merit award

Merit Award System:

5 merit awards = bronze

10 merit awards = silver

15 merit awards = gold

20 merit awards = platinum

Any student whose behaviour breaches school rules may have their award/s (bronze award or higher) withheld for a duration, as determined by an executive member and in consultation with the Principal.

Students are also rewarded at various times throughout the year to recognise academic or sporting achievement, or involvement in other initiatives. One major day of recognition is the school's Presentation Day, where commitment and effort to learning, academic, sporting and citizenship achievements are rewarded.

NB: Lost awards will not be replaced so students and parents/carers should store awards securely.

Consequences for Negative Behaviours

Classroom

If a student breaks a rule in class, a consistent system for negative consequences is implemented in all classrooms. This is:

1. Warning 1: Redirection and rule reminder

2. Warning 2: Warning and visual reminder.

3. Classroom Time Out: Student completes classroom time out and may complete time out sheet. Behaviour is recorded in the classroom Behaviour Tracking Book for later recording on EBS4.

4. Buddy Class Time Out: Student with continuing misbehaviour is sent to Buddy Class Teacher with Behaviour Monitoring Slip. Student completes Buddy time out (approximately 10 minutes) and may complete Buddy time out sheet. Buddy teacher adds details to Behaviour Monitoring Slip and student returns to class. Behaviour is recorded on EBS4 by the student's classroom teacher.

5. Supervisor Time Out: Student is sent to Supervisor/ with Behaviour Monitoring Slip for continued misbehaviour (30 minutes - one session). A student conference is held with the Supervisor. Supervisor resolves issues, works towards a solution and may issue Reflection Room. If Reflection Room is issued, the number of days a student will attend reflection will depend on the severity or continued nature of their behaviour in the classroom. Supervisor enters details on EBS4.

6. Office Time Out: Student is sent to the office to see the executive teacher on duty. Executive teacher will discuss behaviour with student and issue an appropriate consequence. Student will remain with executive teacher for as long as is required until the student can safely and respectfully return to class, ready to learn.

NB: Severity clause: If students demonstrate violence, damage to property or other unsafe behaviours, they are referred straight to the Executive teacher or Principal. Incidents will be investigated by principal/executive and appropriate consequences will be implemented.

Playground

If a student breaks a rule in the playground, teachers determine the appropriate response after an assessment of the incident - referring to knowledge of PBL consistency grid.

- Teachers may remind the student of the rule and the expected behaviour.
- Teachers may impose an immediate consequence such as asking the student to stop play and have time out or repeat action with correct behaviour.
- Teachers will record negative playground incidents in the playground folder and the action taken/ or recommendation.
- Teachers will refer serious incidents on the playground immediately to Principal/Executive. Incidents will be investigated by principal/executive and appropriate consequences will be implemented.
- Executive staff review playground folders daily and enter information on EBS4. (Executive staff will investigate issues that require further investigation and follow up).
- Executive staff review the seriousness of behaviours and issue reflection room consequence/s where appropriate. The number of days a student will attend reflection room will depend on the severity or continued nature of their behaviour in the playground.
- Serious incidents and consequences are communicated to relevant staff as deemed appropriate.

Consequences for Serious Behaviour or Continued Inappropriate Behaviour:

Consequences for serious behaviour will be applied following an investigation of a student's serious behaviour or following a review of data that indicates a pattern of concerning behaviours.

1. Following an investigation, a student's behaviour may be deemed as serious and higher levels of consequence (disciplinary action) for such behaviour will apply.

- Examples of serious behaviour include, but are not limited to: refusal to obey staff instructions; defiance; disrupting other students; hostile behaviour directed towards students, members of staff or other persons; damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means; physical violence (which results in injury, or which seriously interferes with the safety or well being of other students and staff); use or possession of a prohibited weapon, firearm or knife; and for serious criminal behaviour related to the school. (Reference: Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy* for a more detailed list of serious behaviours.)

2. Following a review of data, a student's behaviour may indicate concerning patterns of behaviour and higher levels of consequence (disciplinary action) for such behaviour are determined as required.

- Such higher levels of consequence (disciplinary action) include: executive conference with student/s, reflection room, in-school withdrawal, suspension warning, short suspension, long suspension or expulsion. In addition, exclusion from a school excursion, event or activity may be issued.
- The Principal is to be consulted where higher levels of consequence (disciplinary action) for a student's behaviour are recommended above the level of reflection room. A formal disciplinary interview must be held with the student prior to making a decision to impose a suspension or

higher consequence. (Reference section 6.2.2: Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy*). Where possible, parents/carers should be informed about the higher levels of consequence to be issued to the student before informing the student of the consequence. This may also include informing the parent about a decision to exclude the student from participating in a school excursion, event or activity. Information is also forwarded to the Learning Support Team (LST), where discussion may lead to further recommendations aimed at supporting the student.

- NB: Students who display a pattern of concerning behaviour or serious behaviour prior to an event or excursion (including PSSA and in school activities) may be excluded from participating.

Higher Levels of Consequence (Disciplinary action)

These include:

1. Executive conference
2. Reflection Room
3. In-school Withdrawal
4. Suspension Warning
5. Short Suspension
6. Long Suspension
7. Expulsion

NB: exclusion from a school event may be considered at any point.

Following consultation with the Principal, a student's behaviour may be considered serious enough to progress to any level without sequentially progressing through each level. The Ambarvale Public School Behaviour Consequence Chart will be used to aide executive staff in making decisions around consequences for specific behaviour.

Reflection Room:

The purpose of Reflection Room is for students to reflect on their inappropriate behaviour and set goals to implement improved behaviour. Reflection Room involves a loss of play during recess and/or lunch. Students are counselled about their behaviour by an executive staff member. Students could have a range of activities to complete in this time such as writing lines, copying the rules that were relevant to the misbehaviour, pick up papers, assist the teacher to search for positive behaviours in the playground etc. Parents/carers will be contacted and made aware of both the behaviour and the consequence if reflection room is required. If students have attended Reflection Room multiple times within a term, a case conference with parents/carers is recommended and specific support programs and strategies may be implemented for that student.

In-school Withdrawal:

In-school withdrawal involves students being withdrawn from participating in their normal classroom environment and also from the playground for an established period of time. Students complete work set by their classroom teacher in another classroom, as allocated by Executive or Principal. Students spend their recess and lunch breaks supervised by executive staff. Behaviour monitoring operates while students complete in-school withdrawal.

Warning of Suspension:

Students will be issued with a warning of suspension letter if their behaviour is deemed as highly concerning or the student has demonstrated several instances of inappropriate behaviour. A warning of suspension is issued to parents/carers to advise them of the serious concerns held by the school about their child's behaviour. The letter warns parents/carers that if their child's behaviour continues to be inappropriate, then a suspension will be issued. The letter also requests parents/carers to have a discussion with their child about the importance of improving their behaviour at school.

A warning of suspension may be issued in conjunction with other consequences such as Reflection Room or in-school withdrawal. A warning of suspension is not always issued prior to a suspension being issued, as the behaviour demonstrated may warrant an immediate suspension.

Students who are issued with a warning of suspension will maintain a warning status for 2 weeks. If a further incident occurs within this time, it could result in escalation to a suspension. The student will also be placed on a behaviour monitoring card for 1-2 weeks and will attend reflection room for a total of 3 days. Students on a warning of suspension will be unable to participate in any school incursion, extra-curricular activity, excursion or gala day for 1 week.

Suspensions

When making a decision to suspend a student, the Principal will follow the procedures consistent with the Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy*.

Suspensions involve students being excluded from attending the school for a specified period of time as decided by the Principal. During the suspension period, the school will review and plan appropriate support required for the student to accommodate a successful return to school. The student should complete set work as provided by the school, under the responsibility of parents/carers. A suspension resolution meeting must be held prior to the student returning to school.

The school can issue two types of suspension, depending on the guidelines relating to the severity of the behaviour demonstrated. These types of suspension are:

1. Short Suspension of up to 4 days
2. Long Suspension of up to 20 days.

Note: It is important to note that the Principal must report such incidents that involve assaults, threats, weapons, illegal drugs and criminal activity to the School Safety and Response Unit. Principals are required to report inappropriate behaviour that includes: possession/use of weapons, fights or threats, reports of serious cyberbullying, or threats made over other telecommunication devices. Where the behaviour exists out of school hours and is deemed as possibly having a harmful effect on staff and students, the principal must notify police and take appropriate disciplinary action, including notifying the School Safety and Response Directorate.

Students who are issued with a suspension will be placed on a behaviour monitoring card for 1-2 weeks and will attend reflection room for a total of 3 days following the return from the suspension. Students who have been suspended will be unable to participate in any school incursion, extra-curricular activity, excursion or gala day for 2 weeks after the return to school.

Expulsion:

When making a decision to expel a student, the Principal will follow the procedures consistent with the Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy*.

Expulsions involve students being excluded from attending the school and are not permitted to return to the same school, except under exceptional circumstances (Reference sections 8.1 and 8.2: Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy*). Expulsions are implemented when there are "serious circumstances of misbehaviour" demonstrated by a student.

Policy Information Relating to Suspensions and Expulsions

The following information has been taken directly from the Department of Education and Training: *Procedures for the Suspension and Expulsion of School Students Policy* and provides key information points. Parents/Carers are advised to refer to the complete policy for more information.

Suspension: Key Information Points:

- *In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.*
- *Suspension is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies.*
- *It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child.*
- *The school will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.*
- *Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.*
- *In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff.*
- *For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.*
- *Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed.*
- *The Department of Education and Training Suspension and Expulsion Procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.*

Short Suspension

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- Continued Disobedience. *This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco.*
- Aggressive Behaviour. *This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.*

Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider whether there has been:

- Physical violence which results in injury, or which seriously interferes with the safety or well being of other students and staff (including sexual or indecent assault).
- Use or possession of a prohibited weapon, firearm or knife.
- Possession, supply or use of a suspected illegal substance.

- Serious criminal behaviour related to the school. This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.

Principals may also impose a long suspension for:

- Use of an implement as a weapon. When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made, or adapted to cause injury to another person).
- Persistent or serious misbehaviour. This includes, but is not limited to:
 - repeated refusal to follow the school discipline code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and well-being of another person;
 - making credible threats against students or staff; or
 - behaviour that deliberately and persistently interferes with the rights of other students to learn, or teachers to teach, including bullying, harassment and victimisation.

Expulsion:

In serious circumstances of misbehaviour the principal may expel a student of any age from their school for continued misbehaviour.

Supporting Individual Student Needs

Adjustments for Students with High Needs or Disabilities

Students who are recognised as requiring additional support with their behaviour or have a diagnosed disability are also responsible for their behaviour within the guidelines of this policy. However, adjustments may be considered necessary and will be implemented in some cases. Individual differences will be considered and supported. Adjustments may include such action as individual behaviour management plans, increased support/supervision, involvement in structured play activities, playground restrictions, participation in support programs/activities, counsellor or pastoral care worker support, transitional attendance plans or personal teacher mentoring.

The decision to apply an adjustment to support a student in managing their behaviour is made in consultation with the classroom teacher, Supervisor and Principal. Parents/Carers should be consulted prior to adjustments (such as behaviour cards/plans) being made to support the management of their child's behaviour. The Supervisor should forward information to the school's Learning Support Team, at the earliest opportunity, and any recommendations actioned, following consultation with parents/carers.

All staff should be informed about implemented strategies so they can support the implementation for the student. Parents/Carers should be updated about the student's progress throughout the course of the implementation of adjustments. Alternatively, parent/carers are encouraged to contact the school to seek information on their child's progress.

All students presenting with high behaviour needs will have an Individual Behaviour Management Plan. This will be developed in consultation with the classroom teacher, supervisor, principal and parent/carer (where possible). As part of this plan, the student's behaviour is tracked regularly and modifications made to the plan as deemed necessary.

Review and Monitoring of Student Behaviour

Executive staff will monitor all students' behaviour on a weekly basis, by reviewing school data on EBS4. Students who have had concerning incidents or multiple contacts on EBS4 for negative reasons are identified. Suggested strategies are discussed and implemented for identified students. Strategies may include such actions as: parent/carer contact, referrals to Learning

Support Team, individual behaviour management plans, behaviour monitoring, increased support/supervision, involvement in structured play activities, playground restrictions, participation in support programs/activities, counsellor or pastoral care worker support, personal teacher mentoring, transitional attendance plans, and/or applications for additional support. Consultation regarding the suggested strategies should occur with the classroom teacher, supervisor, principal and parent/carer (where possible).




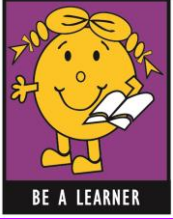
In certain instances, case conferences will be recommended. Parents/Carers will be requested to attend, and work in partnership with the school to discuss strategies and develop an agreed plan to support the student. The plan should be implemented and communicated to relevant personnel as required.

Behaviour Monitoring

Behaviour monitoring cards will be implemented for students who require increased monitoring to support improved behaviours. Students will be placed on a behaviour monitoring card if school data shows a pattern of inappropriate behaviour that indicates additional support and closer monitoring is required. In some instances, students may elect to continue on behaviour monitoring as they value the process to keep them on track with their behaviour.

The decision to implement a behaviour monitoring card for a student should be made in consultation with classroom teacher, supervisor, principal and parent/carer (where possible). All staff should be informed about the behaviour monitoring in order to support the implementation for the student. Supervisors should also forward information to the Learning Support Team who may suggest alternative interventions/strategies for future support. Parents/Carers should be informed and updated about their child's progress throughout the course of the implementation of behaviour monitoring. Alternatively, parent/carers are encouraged to contact the school to seek information on their child's progress.

A review of whether the student should continue on behaviour monitoring should occur at the end of a two week period. Each weekly card should indicate that there is a significant period of consistent appropriate behaviour. The decision to remove behaviour monitoring should be made in consultation with the Supervisor. Communication to all staff, parents/carers and the Learning Support Team should occur regarding any change to the student's behaviour monitoring.

	Classroom	Playground	Moving around	Toilets	Assembly	Canteen	Office
 <p>BE SAFE</p>	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Move sensibly within the room Use equipment safely 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Play safely Stay in the correct area Always wear a school hat Walk on the concrete Use the 3-step plan 	<ul style="list-style-type: none"> Walk on the concrete Stay with your partner Stay in your line 	<ul style="list-style-type: none"> Walk sensibly and safely Use toilet properly Always wash your hands 	<ul style="list-style-type: none"> Sit correctly & quietly Be in the right place Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Line up appropriately Leave area when you have finished buying Follow staff instructions at all times 	<ul style="list-style-type: none"> Walk sensibly and safely Always carry a pass with a buddy
 <p>BE RESPECTFUL</p>	<ul style="list-style-type: none"> Wear school uniform Follow staff instructions at all times Show 5 L's Allow others to learn Care for school resources and property Remove your hat 	<ul style="list-style-type: none"> Follow staff instructions at all times Care for the playground Play by the rules Respect personal space of others Look after equipment 	<ul style="list-style-type: none"> Walk quietly Listen to all staff Use the footpaths 	<ul style="list-style-type: none"> Respect the privacy of others Care for the environment Report any problems 	<ul style="list-style-type: none"> Follow staff instructions at all times Show 5 L's Remove your hat 	<ul style="list-style-type: none"> Wait your turn in line quietly Buy your own items 	<ul style="list-style-type: none"> Follow staff instructions at all times Remove your hat
 <p>BE KIND</p>	<ul style="list-style-type: none"> Cooperate with others Speak nicely Be accepting of others' differences 	<ul style="list-style-type: none"> Cooperate with others Be friendly Be accepting of others' differences 	<ul style="list-style-type: none"> Use your best manners 	<ul style="list-style-type: none"> Wait your turn 	<ul style="list-style-type: none"> Be supportive of others 	<ul style="list-style-type: none"> Use your best manners Be patient 	<ul style="list-style-type: none"> Knock and wait to speak to adults Use your best manners
 <p>BE A LEARNER</p>	<ul style="list-style-type: none"> Have equipment ready Do your best at all times Ask for help when needed Show 5L's Finish your work 	<ul style="list-style-type: none"> Be a good sport Play by the rules 	<ul style="list-style-type: none"> Follow instructions 	<ul style="list-style-type: none"> Return to class or playground straight away 	<ul style="list-style-type: none"> Be a role model Show 5L's 	<ul style="list-style-type: none"> Be ready to order 	<ul style="list-style-type: none"> Return to class or playground straight away



Appendix 2: Platinum Award Recipient Criteria

The Principal will determine the suitability of a student to receive a Platinum award. Students will be considered eligible to receive a Platinum Award if the following criteria is met:

1. Receive a Gold Award and 25 additional Merit Awards;
2. Receive an Aussie of the Month award or Principal's Good News Letter, and
3. RISC entries demonstrate a satisfactory level of behaviour over the past 6 month period.

This will include:

- a. No level 3 or beyond (refer Higher Levels of Consequence (Disciplinary Action) section of the Student Welfare and Discipline Policy).
- b. Only one Reflection Room consequence (level 2) incurred during this period will be accepted.