

TATHRA PUBLIC SCHOOL

Wellbeing Policy

Incorporating the following guidelines for:

Behaviour management

- Discipline Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Positive recognition systems

These policies align to the Schools Excellence Framework and the Wellbeing Framework for Schools



Tathra Public School Discipline Policy 2019

Enhanced Wellbeing of students, staff, parents, carers and the wider community is of paramount importance to Tathra Public School.

Purpose

People, who are able to solve problems creatively, work collaboratively and accept responsibility for their own actions, make rational, informed decisions about their own lives.

The implementation of programs and strategies that strengthen one's sense of self-worth, self-awareness and personal identity including the ability to identify and demonstrate the values of respect, responsibility and kindness leads to **effective self-management of emotional, mental, spiritual and physical wellbeing that ensures success at school, work and in life.**

Tathra Public School's discipline policy has been developed in consultation with school community members.

The policy contains four components:

1. Tathra Public School Values Framework / Behaviour Code Matrix
2. Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect, responsibility and kindness
3. Strategies and practices to recognise and reinforce student achievement
4. Strategies and practices to manage inappropriate student behaviour

The Tathra Public School discipline policy is consistent with legislation and reflects government and departmental policy. This policy:

- incorporates the principles of procedural fairness
- is developed within a strong student welfare context
- reflects the identified needs of the community
- grows from existing policies and practices
- outlines expected standards of behaviour
- defines the responsibilities of teachers, students and parents

Tathra Public School works together with the community to provide quality learning environments which are:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, Tathra Public School maintains high standards of discipline.

When parents enrol their children at Tathra Public School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline at Tathra Public School.

The aim of the partnership between school community members and the school is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

This policy is implemented consistent with Work Health and Safety (WHS) Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors.

Attached to this policy is the Anti-bullying Plan consistent with *the Bullying: Preventing and Responding to Student Bullying in Schools Policy*.

The school discipline 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.

The Principal

The Principal is accountable through the Director, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.

The Principal is responsible for:

- the development, implementation and monitoring of the school's discipline policy.
- ensuring that the school's policy is evaluated and reviewed by the school community at least every three years.

- ensuring that students, staff and parents and carers are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- providing a copy of their school discipline policy to the Director, Public Schools, parents and students when the policy is developed or whenever it is reviewed.
- ensuring that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures.

Parents and Carers

Parents are expected to support the school in the implementation of the school discipline policy.

Teachers

Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation.

Students

Students are expected to follow the discipline code and school rules and to comply with staff directions regarding discipline and appropriate behaviour.

Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

Component One

Tathra Public School Values Framework Behaviour Code Matrix

We are confident, creative, active and informed citizens.

We value:

Respect: Being mindful to treat others and ourselves fairly and with the highest regard.

Responsibility: Doing what is right and good –right for others, right for the environment, right for ourselves.

Kindness: Being friendly, generous, helpful and considerate.

The code of conduct and behaviours we expect are aligned to the above three school values. The behaviour code matrix below outlines the expectations for behaviour in all settings and includes specific expectations for inside and outside areas. There are additional matrix posters displayed in the school for outside areas including eating areas, playground and canteen. All classrooms display the behaviour matrix for classroom settings.

Should students choose to wilfully ignore or break the school's behaviour code strategies and practices to manage inappropriate student behaviour apply.

See component 4.



Follow instructions

Keep hands and feet to self

Solve disputes peacefully

Treat others as you would like to be treated

Look after all property



Strive to do your best - participate

Be in the right place at the right time

Be honest and trustworthy

Keep the environment clean

Wear correct uniform



Use kind words and actions

Share and be fair

Play and have fun cooperatively

Practise resilience

ALL SETTINGS

Tathra Public School

Component 4

At Tathra Public School we:

- Build effective environments where positive behaviour is more effective than problem behaviour
- Build systems that support teaching, learning and leading
- Create learning environments that encourage pro-social behaviour
- Teach all students what is expected of them
- Provide a continuum of learning and wellbeing support for students who need more support

Strategies and practices to manage inappropriate student behaviour

When a student is behaving inappropriately in the classroom or playground, staff use the following strategies to correct the behaviour and re-establish positive behaviours and relationships as soon as possible.

1. **Tactical Ignoring** - Ignoring misbehaviour and praise/reward students who are complying.
2. **Simple direction** - redirect behaviour using simple positive directions e.g. *walk, sit down, move away, start work etc.*
3. **Positive reinforcement** – notice/ reward/ compliment positive behaviour immediately
4. **Question and Feedback** – e.g. *What value do you need to be working on? What are the other students doing that you need to be doing?*
5. **Behaviour reminder** – refer students to **TPS Behaviour Matrix** and ask them to identify expected behaviour on the matrix.
6. **Simple Choice** – e.g. *You have the choice to work quietly where you are or move to this seat. You have the choice to play safely or play another game.*
7. **Time out** – students are moved away from the task/activity for a period of time within the classroom or on the playground until they agree that they are ready to return, can state the expected behaviour and can behave appropriately once back at the task.

Minor inappropriate behaviour is best dealt with immediately by the teacher directly supervising the child in the classroom or playground. Minor behaviours in the classroom and playground can be redirected through the above strategies.

Low-level Disruptive and Disengaged Behaviours.

Sullivan, A.,M., Johnson,B., Owens,L., Conway,R., (2014) Punish them or engage them? Teachers' views of unproductive student behaviours in the classroom Australian Journal of Teacher Education. 39 (6) 43-56. Recent Australian research found that the most frequent problem behaviours encountered by teachers were low-level disruptive and disengaged behaviours and these were reported to be the most challenging to manage.

These include:

- avoiding doing schoolwork'
- disrupting the flow of the lesson;
- disengaging from classroom activities;
- talking out of turn;
- being late for class; and
- using a mobile phone inappropriately
-

At Tathra Public School we

- Build effective environments where positive behaviour is more effective than problem behaviour
- Build systems that support teaching, learning and leading
- Create learning environments that encourage pro-social behaviour
- Teach all students what is expected of them
- Provide a continuum of learning and wellbeing support for students who need more support

When teaching strategies fail to redirect behaviour and the student continues to choose inappropriate behaviours, or the behaviour is more concerning, the behaviour is regarded as mid-range negative behaviour.

Beaman, Wheldall and Kemp 2007 found that the main classroom problem behaviours are minor repetitive behaviours. These behaviours impede learning and cause considerable stress for teachers.

Mid-range negative behaviours include:

- Breaking the **hands off** rule – hitting, kicking, biting, tripping, tackling which does not cause harm or distress to victim (victim can return to normal activities)
- Harassment/teasing/taunting/putdowns (not regarded as ongoing i.e. not bullying)
- Offensive language or gestures
- Continued disruption to games - resulting in removal from playground for time out
- Defiance/disobedience/insolence/disruption - resulting in removal to another classroom for time out
- Property misuse
- Out of bounds
- Inappropriate bus behaviour
- Theft (low valued items including food)

Recording Mid-range Negative Behaviours is essential.

The Mid-range Negative Behaviour slip is used to initially to record the information about the behaviour (name of student and recording teacher, date, time, location, description, further comment).

All teachers have copies of these slips while on duty in the classroom, on the playground or during school-based activities off site.

The record is transferred to the Wellbeing tracking system on *Sentral* **by the regular class teacher**. When the class teacher is absent/ a relief teacher is on the class the behaviour slip is handed to the supervisor for that class (AP).

The behaviour must be recorded in *Sentral* within 24 hours.

Sentral is set up to notify the **class teacher and supervisor** when **three** mid-range negative behaviours are recorded on *Sentral* **in one term**.

A phone call to the parent is made when three incidents are recorded. The call to the parent is made ideally by the regular classroom teacher. This contact is made so that parent/carer(s) are aware that the student has had a number of mid-range behaviours recorded and early intervention may occur before possible escalation.

A time out (off the playground) for one session will occur after three mid-range behaviours have occurred. The supervisor will cover this time out duty.

Consequences are immediate whenever possible:

- Immediate removal from task/activity
- Kindergarten students breaking *hands off rule* will meet with the principal (or relieving) as they are often still learning this rule and require extra follow up.
- Time out for up to 30 mins in alternate location (buddy classroom or during playtime to an alternate supervised play area or to the office)
- Conference with child after time out (referring to Behaviour Matrix and goal setting towards improved behaviour).
- Slip filled in and passed to class teacher (or supervisor if class teacher absent)
- Record made in Wellbeing on *Sentral* by class teacher (or supervisor)

After 3 incidents of mid-range behaviour is recorded –

- ***Sentral* will notify class teacher and supervisor.**
- **Teacher will contact parents.**
- **Student will receive loss of play privilege for one play period supervised by AP.**

5 Negative Mid-range Behaviour Referrals in one term

- Student receives 5 behaviour referrals in the same term.
- *Sentral* will alert teacher and supervisor/AP.
- Class teacher contacts parents
- Wellbeing team formed for the student. The Student's Wellbeing Team consists of the class teacher, AP and or principal, student, parent(s)/carer(s) and if appropriate, school counsellor, Learning Assistance Support Teacher (LAST), Student Learning Support Officer (SLSO).
- Student, teacher, parent and principal (or rep) meet with student to develop behaviour goal.
- Student completes two weeks of self/ teacher monitoring (Check In) with parent communication incorporated into this plan for **at least 2 weeks (class teacher as coach)**
- Student may need a restricted play area(s) for the duration of the Check In period
- Student wellbeing team may develop an Individual Behaviour Management Plan (IBMP) that includes the student's goals, restricted play zones etc. If so, Learning Support Team coordinator notified of the IBMP and provided a copy.
- All staff notified via dashboard / weekly communication meeting of students requiring extra supervision or support.

Individual Behaviour Management Plan (IBMP)

- ❖ Student's individual needs are identified by the Student's Wellbeing Team.
- ❖ Student is assigned a coach (ideally the class teacher) with whom the student *checks in and checks out* with each morning and afternoon for the support and monitoring period.
- ❖ Student's behaviour goals are negotiated with the student and are Specific, Measureable, Achievable, Relevant, Timely (SMART) aligned to school values and to be achieved in the 2 week monitoring cycle.
- ❖ Start and expected end dates for the support and monitoring period are noted in the IBMP
- ❖ A risk assessment may be required as part of the behaviour plan to ensure safety to self and others. This is to be completed by teacher with support of the team.
- ❖ Needs of staff working with the student, including Professional Learning, will be identified and provided where possible.
- ❖ A restricted play area for the duration of monitoring (maximum of two designated play areas) will be enforced. These areas will be negotiated with the Student's Wellbeing Team. An 'off the playground' consequence may be enforced for all or part of the 2 week monitoring time depending on the nature of the behaviours and outcome of consultation with the team.
- ❖ **Strategies for behaviour management including praise and rewards are included in the plan** and communicated to all staff via dashboard and communication meeting.
- ❖ IBMP is added to *Sentral* so all aware of actions and strategies necessary during monitoring period.
- ❖ Communication system is put in place for feedback to parents during monitoring period negotiated when forming the plan.

Check In

- ❖ The Check In booklet is used to support the student to be successful in achieving his/her (1-2) behaviour goals agreed to in the Individual Behaviour Management Plan.
- ❖ The student meets (*checks in* and *checks out*) with his/her coach (ideally the classroom teacher) every morning and afternoon and is coached to achieve his/her behaviour goals.
- ❖ Goals aligned to school values – Respect, Responsibility and Kindness – and targeting the particular behaviour and strategies to support the success of achieving these goals are discussed in check in and check out times.
- ❖ Coach provides feedback to student (rewards/ praise/redirection etc).
- ❖ Implemented in consultation with the student and kept on the coach's desk or left with student (depending on age/ability to manage this).
- ❖ Includes details of the members of the wellbeing team, restricted playground areas - before school, recess and lunch, student behaviour goals, check in check out sign on section.
- ❖ Is an agreement with the student and coach and is signed by both.
- ❖ Student self monitors each session according to goal.

Note: At the end of each term, if the student has achieved his/her goals for that term the student receives a “fresh start” and the behaviour record calculation is taken back to ‘zero records’ i.e. wiped clean. **This is unless 5th incident occurs just before or crosses a holiday period.**

Continued Mid-range Negative Behaviour in the one term

Should a student receive additional records of incidents of Mid-range Negative Behaviours while on, or after, a behaviour plan/ Student Support Card implemented (**within the same term**), the student is referred immediately to the principal as this is regarded as a Major Behaviour Notification and could result in suspension for continued repeated defiance/disobedience.

Major Negative Behaviour

All Major Negative Behaviour incidents must be reported **immediately** to the principal (or relieving principal).

These behaviours **may result in suspension**. The decision as to the appropriate consequence for the behaviour will be made after further investigation by the principal or delegate.

In all cases a phone call will be made to the parents/carers to inform them of the problem behaviour.

Major Negative Behaviours include:

- Continued repeated defiance/disobedience/insolence
- **Ongoing** harassment/teasing/taunting/putdowns (includes social media) i.e. (bullying)
- Wilful damage to school equipment or others' belongings
- Directed swearing or offensive language
- Physical aggression – e.g. punching with closed fists with intent to harm –including blows to the head, chest, choking, or aggression causing harm (requiring attention)
- Dangerous behaviour e.g. climbing trees, fences or buildings, being under buildings, climbing into drains, leaving school grounds, throwing objects aggressively,
- Possession or use of weapons
- Theft (valued items e.g. computers, iPads, phones, money, bikes etc)

Consequences:

- Immediate referral to principal
- Phone call to parents by principal
- Wellbeing team formed (or reformed)
- Individual Behaviour Management Plan developed / modified
- Student Support Card implemented in consultation with the student for 2- 4 weeks (includes details of wellbeing team, restricted playground, goals, check in check out)
- Loss of privileges - in consultation with Student Wellbeing Team (e.g. removal of approval to participate in extra curricula activities such as non-compulsory excursions, leadership roles/responsibilities)

Major negative behaviours may result in immediate, short or long suspension.

Major Behaviour warranting Suspension

Short suspension

In circumstances where measures detailed above have been unsuccessful in resolving the inappropriate behaviour, the principal (or relieving principal) may choose to impose a short suspension of **up to and including four school days**.

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, Facebook, Twitter, SMS text messages or by other electronic means.

Where the behaviour involves cyberbullying the school's anti-bullying programs are to be implemented (see attached).

A formal disciplinary interview will be held with the student prior to making the decision to impose a short suspension. The principal will ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s).

The key features of the interview will be taken down in writing. For very young children and students with certain disabilities a parent may be requested to be present during the interview.

A suspension resolution meeting will be convened by the principal at the earliest opportunity. The principal in conjunction with the parents will utilise the school, local Department of Education staff and other available resources in seeking a means of assisting the student to modify his or her behaviour and addressing the suspected causes of the behaviour. The use of such resources will be discussed in the suspension resolution meeting. The school learning support team and school counsellor will be notified of the suspension.

If learning and support strategies and short suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as further short suspensions, a longer suspension or alternative educational programs must be considered. Each case will be different and the action needs to be appropriate to the individual circumstances of the case.

If the principal decides to impose more than two short suspensions on a student in any twelve month period, the Director, Public Schools NSW must be advised.

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 will consider:

- the safety of students and staff
- the merit and circumstances of the particular case
- factors such as the age, individual needs, any disability and developmental level of students.

Immediate Suspension

The principal **must** (as per *Suspension and Expulsion of School Students Procedures – 2011, NSW Department of Education*) impose **an immediate** and/or **long suspension** for:

- **physical violence:** Which results in injury, or which seriously interferes with the safety or wellbeing of other students and staff (including sexual or indecent assault). This includes serious threats of violence.
- **use or possession of a prohibited weapon, firearm or knife.**
When the student:
 - uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
 - uses a knife or possesses a knife
 - uses or possesses a firearm of any type (including live ammunition and replica firearms)
- **possession, supply or use of a suspected illegal substance:** This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
- **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. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

The principal 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 behaviour code;
 - threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
 - making credible threats against students or staff;
 - behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

Incidents involving the behaviours set out above (with the exception of repeated refusal to follow the school discipline code) must also be reported to the School Safety and Security Response hotline.

Notification of suspension will be made to the parents in writing within 24 hours following immediate verbal notification. Reasonable steps must be taken to ensure that the notification is delivered, if necessary in an alternative form.

Resolution

The principal will convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.

If parents are unable or unwilling to attend a suspension resolution meeting, the principal will consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period. Where it is not possible to resolve a suspension by the due date, the Director, Public Schools NSW will be notified and alternative steps taken by the principal, in consultation with the Director, Public Schools NSW, to resolve the suspension and facilitate the student's return to school.

Where a student is returning from suspension following an incident that involved violence or weapons, the principal will undertake a **risk assessment** in order to assess whether the return of the student will pose a risk to staff, students or other persons. This will be completed before the final day for resolution of the suspension.

The student will not be re-admitted to the school until the issues identified in the risk assessment have been addressed.

Appeals

Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.

Appeals will be in writing, stating the grounds on which the appeal is being made. Appeals are made to The Director, Public Schools NSW about the imposition of a suspension or a decision to expel a student from a particular school. In all cases, the Director, Public Schools NSW makes the determination.

Students returning from suspension

As part of the resolution meeting following suspension the students wellbeing team – teacher, parent(s)/carer(s), student, principal, AP and if necessary, support staff (SLSO, school counsellor, LAST) will develop the Individual Behaviour Plan and Student Support Card. Students returning from suspension will be supported and monitored on a **Check In system** for **2 - 4 weeks** (or longer if necessary) and as part of this may have a restricted play area imposed during the monitoring period.

Expulsion

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

Students expelled from school for misbehaviour may not re-enrol in that school without the approval of the Executive Director, Public Schools NSW.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

When considering expelling a student for misbehaviour, the principal will:

- ensure, except as a result of a most serious incident, that all appropriate learning and support strategies have been implemented and documented
- convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For young children and children with certain disabilities it may be advisable to have a parent present at the meeting. The key features of the interview should be taken down in writing
- place the student on a long suspension pending the outcome of the decision making process (refer to sections 6 and 7). This action should be taken irrespective of any action by another agency, including the NSW Police Force
- notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
- obtain and consider a school counsellor report that includes recommendations for further action
- provide the parents with a copy of all documentation on which the consideration of expulsion is based
- allow seven school days for students and parents to respond
- consider any response from the student and parents before proceeding further
- discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal (if the expulsion were to proceed). This could be done by telephone or in a meeting.

TATHRA PUBLIC SCHOOL

Challenge Engage Inspire Nurture Guide

Find us on Facebook
Download our Tathra
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Check in/Check out

| |
|--------------------------------|
| Name: |
| Start Date: |
| Expected End Date/Review Date: |
| Wellbeing Team Members: |

Students Goal/s

I will practiseso that....and I feel...

| | | |
|----------|---------|----------------|
| Kindness | Respect | Responsibility |
|----------|---------|----------------|

Check in Check out Process:

Student will need to accumulate 120 points to complete this check in check out process.
Each class session and play period will be an opportunity for the student to accumulate points based on their positive behaviour choices and reflect on their progress at the end of each day.

| 3 Stars *** | 2 Stars ** | 0 Stars |
|---|--|--|
| Student is actively working towards their personal behaviour goal most of the time during the session or play period | Student is actively working towards their personal behaviour goal at least half of the time during the session or play period | Student is removed from a session for a mid-range/major incident. Incident is recorded on Sentral. |

- Signed by Student: _____
- Signed by Wellbeing Team: _____
- Signed by Principal: _____
- Parents have been consulted: Yes/No

Date: _____

Tathra Public School - Discipline system flow chart

Minor Negative Behaviour

Teacher strategies implemented e.g. *Tactical Ignoring, Simple Direction, Positive reinforcement, Question and Feedback, Expected Behaviour Reminder, Simple Choice, Time Out (within classroom or on playground)*
- Refer to discipline policy



Mid-range Negative Behaviour

- Immediate removal from task/activity
- Time out for up to 30 mins in alternate location (buddy classroom or during playtime to an alternate supervised play area or office)
- Conference with child after time out (referring to Behaviour Matrix)
- Slip filled in by teacher on duty and passed to class teacher (or supervisor if teacher absent).
- Regular class teacher (or supervisor) enters incident into Sentral ASAP.
- Kindergarten children breaking *hands off rule* to see the principal immediately.



3 Mid-range Negative Behaviours recorded in one term

- Sentral will notify class teacher and AP that 3 incidents have occurred.
- Parents contacted by classroom teacher
- Consequences as for mid-range behaviours
- Loss of one play period (monitored by AP)



5 Mid-range Negative Behaviours recorded in one term

- Sentral will notify teacher and AP that 5 incidents have occurred.
- Parents contacted by class teacher and invited to meet
- Student Wellbeing Team formed - coach assigned
- Individual Behaviour Management Plan developed in consultation with team
- Student Support Card implemented (2 weeks includes restricted play area(s))
- **No further records of negative behaviour in the term = fresh start in the next term**



Continued negative behaviours recorded in one term

More than 5 Mid-Range Referrals of Negative Behaviour in one term = **Major Behaviour**



Major Negative Behaviour

Immediate referral to principal

- Phone call to parents by principal
- Student Wellbeing Team formed and Individual Behaviour Management Plan developed
- Student Support Card implemented 2- 4 weeks with restricted play area)
- **May result in...** Loss of privileges or suspension as per *Suspension and Expulsion of School Students Procedures – 2011 NSW Department of Education*

Mid-Range Behaviour Referral

Student _____ Class _____

Day M T W Th F Date _____

Recording Teacher: _____

In class time

Classroom: _____

- Morning session
- Middle session
- Afternoon session

Activity/Lesson:

Out of class time

- Before School
- Recess
- Lunch (eating)
- Lunch (play)
- Between class
- Assembly
- After school
- Location**
- Concrete
- Steps
- Play equipment
- Basketball court
- Oval
- Hall
- Library
- Admin area
- Canteen area
- Bus lines/bus
- Toilet
- Out of bounds

Mid-Range Behaviour Referral

Student _____ Class _____

Day M T W Th F Date _____

Recording Teacher: _____

In class time

Classroom: _____

- Morning session
- Middle session
- Afternoon session

Activity/Lesson:

Out of class time

- Before School
- Recess
- Lunch (eating)
- Lunch (play)
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- Location**
- Concrete
- Steps
- Play equipment
- Basketball court
- Oval
- Hall
- Library
- Admin area
- Canteen area
- Bus lines/bus
- Toilet
- Out of bounds

Problem Behaviour

- Breaking the **hands off** rule – hitting, kicking, biting, tripping, tackling (not serious harm)
- Harassment/teasing/taunting/putdowns (not bullying)
- Offensive language or gestures
- Defiance/disobedience/insolence/disruption
- Continued disruption to games
- Property misuse
- Out of bounds
- Inappropriate bus behaviour
- Theft (low valued items including food)

Consequences

- Removal from task/activity
- Time out _____ mins to alternate location (buddy classroom or during playtime to an alternate supervised play area or office)
- Conference with student
- Kindergarten students breaking *hands off rule* sent to principal.
- Parent contact
- Referred to supervisor/ other
- Loss of play period - same day/other _____
- Recorded in *Sentral* by _____

Date:

Comment:

Problem Behaviour

- Breaking the **hands off** rule – hitting, kicking, biting, tripping, tackling (not serious harm)
- Harassment/teasing/taunting/putdowns (not bullying)
- Offensive language or gestures
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- Loss of play period - same day/other _____
- Recorded in *Sentral* by _____

Date:

Comment: