



**Positive Student Behaviour
Policy
2019**

POSITIVE STUDENT BEHAVIOUR POLICY

POLICY STATEMENT

Department of Education schools provide every student with the educational support the student needs to learn and maintain positive behaviour.

RATIONALE

At Dalkeith Primary School, we believe that all school members show respect and exercise consideration towards each other following the School's Code of Conduct. Every student has the right to learn and feel safe and every teacher has the right to feel safe in a cooperative school environment.

PRINCIPLES

The following principles will guide schools in their management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention, prevention and a focus on expected behaviours.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

RIGHTS AND RESPONSIBILITIES

Staff have the RIGHT to:

- be respected
- teach in a safe, well maintained environment;
- teach in a non-disruptive environment;
- seek co-operation and support from parents;
- be part of a team

Staff have the RESPONSIBILITY to:

- model respectful, courteous and honest behaviour;
- ensure that the school environment is safe and well maintained;
- establish positive relationships with colleagues and students;
- establish and maintain clear classroom management routines;
- ensure good organisation and planning;
- establish and maintain ongoing, open communication with parents; and
- adhere to Department of Education and Dalkeith Primary School policy

Parents have the RIGHT to:

- be informed of policy and procedures, and decisions affecting their child's wellbeing;
- be informed of their child's progress;
- access a quality education program for their child;
- be involved in decision making processes.

Parents have the RESPONSIBILITY to:

- ensure that their child is punctual to school;
- ensure that their child achieves an attendance rate of 90% or more;
- ensure their child is in good health;
- ensure that their child is provided with appropriate materials to make effective use of the learning environment;
- support the school in providing a meaningful education for their children;
- establish and maintain open communication with teachers and administrators;

POSITIVE BEHAVIOUR SUPPORT PROGRAM

Dalkeith Primary School is a School Wide Positive Behaviour Support (SWPBS) school. We have initiated a number of classroom and whole-school strategies that establish and maintain a supportive culture and positive learning environment, teach and encourage pro-social behaviour, improve student well-being and reinforce positive behaviour.

Classroom strategies are discussed and included in classroom agreement plans. These are established on individual classroom basis. They may include; social circles, group points, stickers, collaborative classroom agreements, peer and teacher support and feedback, self-reflection, model and teach how to be positive, celebrating achievements at different levels, respect each others spaces, cooperative learning and incentives.

Whole-School Strategies include:

- SWPBS Expected Behaviours – A whole school focus on behaviour for a fortnight. The behaviour is introduced at an assembly, taught explicitly in the classroom and certificates are given to those who demonstrate the behaviour.
- hooRRRaHS – An incentive system developed for the SWPBS program. hooRRRaH tickets distributed to students exhibiting the behaviour. Tickets drawn at assemblies. Each term the house that receives the most hooRRRaHS are rewarded with a group prize.
- Buddy Program – Including Year 1&6 children. Students are paired together and meet on a weekly or fortnightly basis to participate in cooperative learning tasks and activities. Younger students are encouraged to ask older students for advice when facing social issues
- Fitness Program – Students are encouraged to participate in fitness sessions to improve health and well being. Activities are organised by classroom teachers
- Cyber-bullying Program – Cybersmart curriculum and lesson plans are a part of the health education program to encourage an awareness of the potential dangers of the internet and ways to prevent and report bullying
- Healthy Eating Policy – The school's Healthy Eating Policy is included in the school diaries and parent information booklets. It encourages only green and occasional orange foods at school. The newly introduced school online canteen lunch ordering system also follows the policy
- Assemblies – School assemblies are held on a fortnightly basis. These assemblies encourage a sense of community through the singing of the school song and reciting of the school creed. Honour Certificates are awarded at each assembly.
- Dalkeith Rotary Award – an award given out on a term basis. It is sponsored by the local Rotary Club and is given to an individual student who has demonstrates excellently a designated focus area.
- Home-school Connection – communication between parents and the school is encouraged. The school holds parent forums to address any concerns of the school community. Email and written communication between parent and teacher is encouraged at the beginning of the year in the parent information booklets. The school has a website and school app that keeps the community informed of school activities. Some classrooms also have blogs that are used to celebrate what is going on in the classroom and promote communication between the school and home.

EXPECTED BEHAVIOUR MATRIX

	Respect	Responsibility	Resilience
Our school community	<ul style="list-style-type: none"> Wear your school uniform with pride Walk quietly on paths and verandahs Move with your class Use quiet voices in working areas Speak positively Accept other's differences Be polite and courteous to everyone Keep the environment clean and tidy 	<ul style="list-style-type: none"> Be prepared and punctual Bring and return required equipment Pack resources away neatly Model good behaviour Take ownership of your actions 	<ul style="list-style-type: none"> Be positive Come ready to learn Be brave and bounce back Encourage others to participate Try to include others Have a go Try your best We are role models
Our learning areas	<ul style="list-style-type: none"> Listen to and follow all instructions Raise your hand to speak Work cooperatively with others Take turns when talking Listen actively Share equipment Use quiet voices Leave the area neat and tidy Take pride in your work 	<ul style="list-style-type: none"> Follow the iPromise agreement Stay on task Use equipment properly Wait for teacher presence or permission before entering classrooms Take care of your belongings 	<ul style="list-style-type: none"> Persevere with all tasks Ask for help Seek solutions Set, work toward and reflect on goals
Our school grounds	<ul style="list-style-type: none"> Share the play space and equipment Use a friendly tone of voice Put your hand up to be dismissed at lunchtimes Use toilets appropriately Keep your hands and feet to yourself Be respectful of others and their games Take turns and give others a go Take care of our grounds and gardens 	<ul style="list-style-type: none"> Play inside the boundaries Ask permission before retrieving equipment Be sun smart – wear your hat Zip your bag and hang it on the hook Line up quickly and quietly Report unsafe behaviour Use the toilet during break times Play safely Use the recycling and litter bins 	<ul style="list-style-type: none"> Seek help if you have a problem Agree to and follow the rules Use the friendship bench Be a problem solver Join in Have fun Make safe choices

BEHAVIOUR MANAGEMENT PLAN

Teachers will establish an inclusive, safe and stimulating learning environment in which rights and responsibilities, behaviour expectations and consequences will be developed. Classroom Agreements must align with the SWPBS expectations of Respect, Responsibility and Resilience. The following is a guide to a consequential type classroom plan.

Step 1

- Teachers will establish a positive school environment.

Step 2

- The admin, teachers and students negotiate a set of agreements to ensure behaviour expectations and boundaries are fully understood and consistently applied in the classroom and playground.

Step 3

- The admin, teachers and students negotiate consequences for breaches of agreements.
- Consequences are to follow a step-by-step format and be referred to regularly.
- Low level consequences will work on a one day cycle.

- Transgressions and consequences are tracked and recorded using incident referral form.
- For repetitive breaches, administration and parents are to be informed.
For identified students at risk, refer to their individual risk management plans.

Step 4

- Forward a copy of the classroom plan to the principal for endorsement.
- Display a copy of the classroom plan
- Include a copy of the classroom plan in the parent information booklet.

Incidents Occurring Outside of School Hours

Any inappropriate behaviour by students from Dalkeith Primary School that takes place out of school hours and/or away from the school grounds will be referred to parents and/or police for their information and subsequent action. If the behaviour impacts on the school, action may also be taken at the school level.

GOOD STANDING

At Dalkeith Primary School we endeavour to establish:

- Positive interpersonal relationships
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness
- A restorative approach

The following provides an outline of key processes in implementing good standing requirements:

Share responsibility

In partnership with students, their parents/carers and the local community, we have established our shared expectations of Respect, Responsibility and Resilience. The school's student behaviour plan and our behaviour matrix are based on these expectations and the areas of focus for our school. The expectations and the matrix were developed in consultation with the staff and community and are regularly reviewed.

Good standing

- All students commence with and retain good standing while exhibiting behaviours that align with the school's expectations and behaviour matrix as articulated in this plan.

Loss of good standing

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.
- This will involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

Re-instate good standing

A restorative and educative return to school process to re-establish positive behaviour will be implemented including:

- A re-entry and/or individual behaviour plan will be developed focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the principal.

WITHDRAWAL OF A STUDENT FROM CLASSES, BREAKS OR OTHER SCHOOL ACTIVITIES

The Principal or Assistant Principals may withdraw a student from classes, breaks or other school activities for the purpose of providing an opportunity to:

- Allow a student to calm down particularly when the student has become unable to self-regulate; and
- Reflect on and learn from the incident, including where appropriate engaging in restorative processes.

When a student is withdrawn, the school will:

- Inform parents
- Ensure that location and supervision arrangements account for duty of care at all times;
- Ensure that the student is provided the opportunity to complete school work
- Details will be documented using the School Information System (SIS) and/or parent signed incident slips.

SCHOOL SUSPENSION GUIDELINES:

High Level Behaviours may result in class withdrawal or school suspension

The placing of students on suspension will be authorised by the Principal or Assistant Principals where the principal is unable to exercise the suspension.

Parents will be contacted and notified before a decision of suspension is made, except for serious breaches which may result in immediate suspension.

The suspension will be entered into details into the School Information System (SIS) and the Online Incident Notification System.

In most instances, the student will be provided with learning activities to complete during the suspension period.

The Principal will notify parents or guardians of the need for a re-entry meeting with the student and themselves to ensure that their behaviour is appropriate upon their return to school.

PHYSICAL RESTRAINT OF A STUDENT

The principal will ensure that physical restraint of a student is only used:

In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful;

- where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful.

The principal will only authorise a plan to apply physical restraint as an ongoing strategy for a student when it has been developed in consultation with and agreed by the parents/carers and written in the documented plan.

The principal will ensure that all relevant staff has adequate training to restrain or guide/control a student.

INDIVIDUAL STUDENT SUPPORT:

Every student at Dalkeith Primary School is valued and our school will support students who have particular needs, including for those issues that might impact on their behaviour. The level of individual student support differs according to the needs of each student and is governed by the approach established through the use of the *World Health Organisation Mental Health Pyramid*, where students with higher needs are provided a greater level of support.

Classroom Support

Individual teachers will provide support to students by:

- Building positive relationships with all students;
- Providing interesting, academically appropriate, engaging and relevant lessons for students;
- Explicitly teaching expected behaviours and pro-social skills* as a part of the curriculum;
- Rewarding students when they demonstrate expected behaviours;
- Developing and implementing documented plans for students in consultation with the Student Services Team if required;
- Ensuring ongoing individual student issues are referred to the Student Services Team;

* *“pro-social skills” means undertaking positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain.*

Student Services Team

The School Student Services Team includes the Deputy Principal, a School Psychologist and at times members of the Admin Team. The role of the Student Services Team is to identify and coordinate support and resources for individual students, and to monitor students at risk. The team discusses psychologist referrals as well as external referrals and prioritises these according to need and the availability of resources. The Student Services Team will liaise with teachers and parents to explain interventions.

Individual Behaviour Management Plans

In some cases, students require specific behavioural support. In these cases, an Individual Behaviour Management Plan (IBMP) will be developed for the student. An IBMP includes specific targeted behaviours, rewards to be provided, other interventions that may be necessary and any consequences specific to the individual student. The plan will be developed collaboratively by the class teachers, school leaders and the Student Services Team as appropriate. These plans will be made available to all relevant staff involved with the student. The plan will be discussed with parents at a case conference.

School Psychologist

Where the Student Services Team deems it necessary, or where it is requested by a parent, the school psychologist will assist with the development of individual interventions for students.

BULLYING POLICY

PREVENTION AND MANAGEMENT OF ALL FORMS OF BULLYING

TARGETED EARLY INTERVENTION STRATEGIES

Whole School

- implement long term prevention curriculum through a scope and sequence in the Health plan to develop the following:
 - a. what behaviours constitute bullying
 - b. why bullying is unacceptable
 - c. the development of effective bystander behaviour
 - d. understand the school’s prevention and management of bullying processes and strategies
 - e. awareness raising of cyber bullying and how to deal with it
- seek to understand the rights and responsibilities of each stakeholder
- provide professional learning and information to staff and parents
- proactive modelling of pro-social behaviour to identifies students
- Highly visible and active approach to playground supervision. Identify danger times and hot-spots
- Record and manage playground bullying incidents. Inform class teacher/Admin
- communicate incidents and issues related to bullying to all staff at Monday communication meetings

Classroom

- use cooperative learning strategies with students and explicitly teach roles and responsibilities of group workers
- Implement effective classroom behaviour management methods that focus on social problem solving and positive action. e.g. negotiated classroom agreements;

- Identify early signs of relationship issues within year groups across the school. e.g. Social circles, class meetings
- develop teaching/learning programs focussing on bullying following the Health scope and sequence
- incorporate Friendly Kids, Friendly Classrooms, Friendly Schools and Families, PATHS, Countering Bullying in program
- Reinforce good examples of communication and conflict resolution.

INTERVENTION FOR BULLYING INCIDENTS

Bullying is best managed by restorative and solution focussed practices that resolve conflicts, restore relationships and promote tolerance.

Identifying bullying incidents

- See repetitive patterns of behaviour, signs of distress;
- Hear 'rumours';
- Receive a student/parent/staff report; and
- Conduct a social circle or class meeting.

Investigating bullying incidents

At any of the stages below, seek Administration support as required:

- Meet with student or group of students. Record conversation;
- Identify the student bullying, the bystander/s and the student being bullied; and
- Interview each student separately to determine depth/extent/cause of the problem.

Reporting bullying incidents

- Duty teacher informs class teacher and/or Admin;
- Class teacher informs all staff at communication meeting of any behaviours/incidents to monitor;
- Class teacher makes contact with parents of students bullying or being bullied; and
- *Severe clause:* (school Behaviour Management Policy)
 - i. Administration phone parents of students bullying or being bullied.
 - ii. Administration informs District Office and completes a critical incident report.

Recording bullying incidents

- Class teacher records the 'records of conversations', key points from investigations and incidents where bullying has been determined and consequences delivered according to the school Behaviour Management Policy;
- Duty teacher record playground incidents on sheet in green Duty File; and
- Class teacher and/or administration enter bullying behaviours onto SIS Behaviour Management.

Responding to bullying incidents

- Provide ongoing and supportive structures and plans for the students being bullied and student's bullying;
- Monitor the identified students/groups (observe, buddy, planned activities during break times); and
- Refer to classroom Health scope and sequence and related curriculum resources.

Case management of students involved in bullying incidents

- Refer identified students to student services staff;
- Involve parents/caregivers in developing individual plans; and
- Develop resiliency through curriculum.

RESTORATIVE PROCESS

Restorative questions are asked when students display unproductive behaviours and other people are involved. The questions allow them to reflect on their behaviour and appropriate choices. The process of asking and answering allows reparation of the relationship between the parties involved. This process allows for conflict resolution in mutually agreeable ways.

When challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

INTERVENTION

Ask the following types of questions as a guideline.

(Due to time constraints more often than not Assistant Principals will have to manage in conjunction with the teachers the more complex issues):

“How do you feel about what happened?” (Ask in a caring, non-interrogative way. Ask clarifying questions.)

Say, *“Let’s deal with your feelings first. What can you do with your feelings?”* (Provide some time for the student to carry out any suggestions.)

“Why do you think you were the target and not somebody else?” (Encourage student to consider both themselves and the bully.)

“Are you two normally friends?”

“What have you tried so far? What has been most successful?”

“What else could you try?” (Brainstorm but ensures ideas come from student.)

“Who can you be with to help you feel safe?”(Discuss support networks. You may need to assist in establishing this network.)

“Can you try and solve the problem by yourself now?” (Ask but don’t force the student to try one of these strategies.)

Monitor closely and follow up.

DEFINITIONS

DEFINITIONS

At Dalkeith Primary School we recognise the following definitions for key terms:

Inappropriate Behaviour:

Inappropriate behaviour in the classroom and playground is any activity / interaction that is listed as a minor or major incident as per the Behavioural Referral Process.

Bullying:

Is a repeated, deliberately hurtful action;

May be physical, verbal and/or psychological;

Is intended to cause fear, distress or harm to another;

Is conducted by a more powerful individual or group; and

Is conducted against a less powerful individual who is unable to resist effectively.

There are generally three people or groups of people involved in bullying incidents.

The child who bullies.

Some children demonstrate bullying behaviour at certain times but it is important to not label them as “bullies” but as “children who demonstrate bullying behaviour”. The term “bully” must be seen as a verb not a noun.

The target of the bullying behaviour.

To call a person who is the target of bullying a “victim” can oversimplify a situation and implies the person is powerless to do anything. “Target” is a more appropriate term and more widely accepted.

The bystander.

The bystander can have a major influence on a bullying incident. The influence can range from being the instigator through to being an innocent witness who may be quite affected by what is seen. The behaviour of bystanders is important and needs to be treated as importantly as both the child demonstrating the bullying behaviour and the target.

Often a child will be reluctant to report bullying behaviour for fear of being seen as a “dobber”. It is important to distinguish between “dobbing” and “telling”.

Telling occurs when your aim is to stop a problem.

Dobbing occurs when your aim is to create a problem.

Fighting

Making physical contact with intent to cause harm. Fighting can be physically and emotionally painful.

Rough Play

Play which is without hurtful intent but may include shouting, wrestling, shoving, pushing, hitting.

Harassment

Causes hurt or fear

May be deliberate or as a result of thoughtlessness

Includes: Physical – hitting, pushing, kicking etc.
 Non-Physical – teasing, name calling, intimidation.
 Emotional – ignoring, power imbalance, manipulation.

Note: Bullying is continued and persistent harassment

ROLES WITH RESPECT TO POSITIVE STUDENT BEHAVIOUR MANAGEMENT

Classroom Teacher Roles

Maintain supervision between 8.40am and 3.10pm excluding breaks.

Supervise students during breaks when assigned to playground duty.

Implement Behaviour Management Policy; including the behaviour referral process and incident referral forms

Identify students requiring an Individual Behaviour Plan and implement the plan.

Consult with, inform and engage with parents with regards to student behaviour.

Duty Teacher Roles

Teachers will familiarise themselves with the playground duty roster and attend their duty promptly.

They will carry out their duty in accordance with the Duty Procedure. (See Appendix 4)

Non-teaching Staff, Parents and other Approved Adults

Non-teaching staff, parents and other approved adults should not be left in sole supervision of any group of students, unless supervision has been negotiated with them. The teacher responsible for delegating this responsibility should:

- **Assess** the risks involved.
- **Request** that the person undertake supervision of the group.
- **Respect** the decision of the person.
- **Instruct**, give any instructions, which will minimize risks and ensure the task is undertaken satisfactorily.

It is appropriate that non-teaching staff would support the Behaviour Management Policy and ensure students are following the School Rules, however, it is not appropriate for non-teaching staff or parents to undertake any disciplinary action with the students outside those negotiated with the teacher as above.

Administrators Roles

The administration team comprises of the Principal and Assistant Principals. It may also include any Level 3 teachers in the school. In the absence of the administration team any special responsibilities teachers or senior teachers are to act in their absence. These teachers are to act under the direction of the administration team and to report any action taken to the administration team upon their return.

The administration team act as the final step in the Positive Student Behaviour Management process. They are involved in the reflection process when students are referred to administration for breaches of discipline both in the classroom and playground. The Administration record interventions with students on SIS as deemed appropriate. They are involved in any decision-making regarding serious breaches of behaviour and follow the processes outlined in the Department of Education Student Behaviour Policy and Procedures.

SUPERVISION OF STUDENTS AND PLAYGROUND

Teachers have a duty of care to all students. During recess and lunch breaks duty teachers arrive punctually and are visible at all times. Teachers move around their designated area and actively engage in the supervision of students.

Before School Supervision of Students:

Students are expected to arrive at school after 8.40am. Students who arrive early sit on the verandah until 8.20am and then are able to participate in fitness activities until 8.40am. At 8.40am classrooms are opened.

Supervision of Students During Recess and Lunch Breaks.

Playground Duty

It is the responsibility of staff members to be aware of their rostered duty. Staff members unable to complete a duty, need to arrange a swap and record the changes on the whiteboard.

Duty Equipment

Teachers collect a duty file and are required to wear a duty vest. These are located in the staffroom. Duty bags contain basic first aid equipment, playground incident forms, and a red emergency card.

Supervision Areas

At first lunch all students sit on the verandah. Once students are dismissed a duty teacher supervises on the oval. The playground and school ovals are divided into two separate areas for the purposes of duty. The library is open at second lunch on Mondays and Wednesdays.

Student Injuries

Duty teachers carry a duty file with some items of first aid. Minor injuries can be treated by the duty teacher. Students with injuries requiring more involved first aid are directed to the front office with a 'green slip' (office communication), and accompanied by another student. For more serious injuries, the teacher stays with the injured child and sends a runner with a red emergency card to administration for assistance.

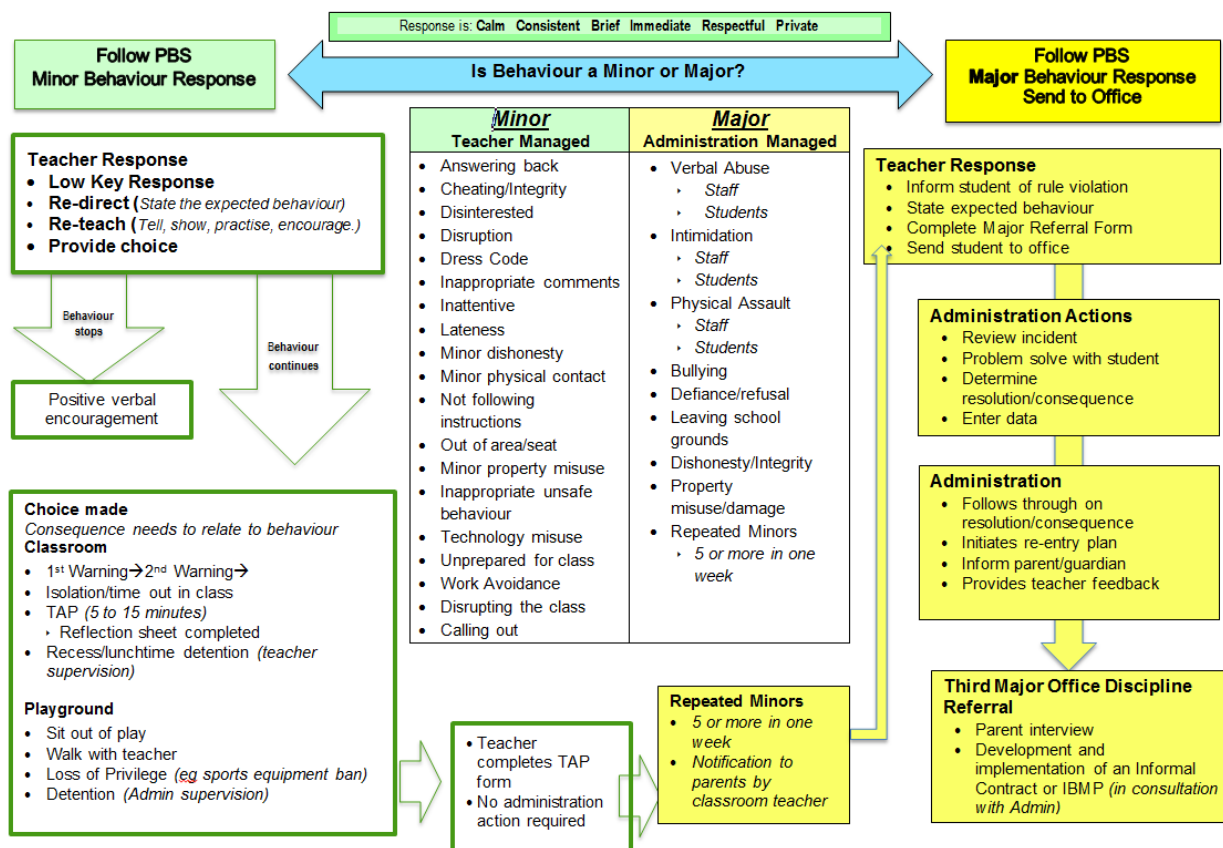
Emergency Situations

Should a situation occur which the duty teacher considers to be an emergency, the red card from the duty bag needs to be sent to the office by means of a reliable student.

Playground Behaviour

Duty teachers are to deal with minor breaches of discipline on the spot, endeavouring to respond positively and provide encouragement. More serious breaches of discipline require an Incident Report to be filled out by the duty teacher and given to a member of the administration team. In cases where the behaviour is considered to rate as an emergency, the duty teacher sends a reliable student to the administration team with the red emergency card.

BEHAVIOURAL REFERRAL PROCESS



INCIDENT REFERRAL FORM



DALKEITH PRIMARY SCHOOL

INCIDENT REFERRAL FORM

STUDENT	DATE	REFERRED BY	LOCATION	TIME
				1
	SENT TO:			2
				3

MINOR BEHAVIOURS

RESPONSIBILITY	RESILIENCE	RESPECT
REFUSAL TO FOLLOW INSTRUCTIONS	CALLING OUT	BACKCHAT/RUDENESS
TECHNOLOGY MISUSE	DISTRACTING OTHERS	TEASING
CLASSWORK AVOIDANCE	OUT OF SEAT	
	PERSISTANT TALKING	

MAJOR BEHAVIOURS

RESPONSIBILITY	RESILIENCE	RESPECT
DEFIANCE	THROWING OBJECTS	PROPERTY DAMAGE
TECHNOLOGY MISUSE	PHYSICAL ASSAULT	VERBAL ABUSE
		HARRASSMENT
		INTIMIDATION

FUNCTIONS OF BEHAVIOUR

SENSORY STIMULATION	SOCIAL - ADULT/PEER	ACTIVITY/TASK	OTHER
Get something	Get something	Get something	External Issues Impacting
Avoid something	Avoid something	Avoid something	

ELABORATION OF INCIDENT:

ADMINISTRATION ACTIONS	TEACHER ACTIONS
CONFERENCE WITH STUDENT	CONFERENCE WITH STUDENT
CONFERENCE WITH PARENT	CONFERENCE WITH PARENT
BUZ HOPSCOTCH/RESTORATIVE PRACTICE	BUZ HOPSCOTCH/RESTORATIVE PRACTICE
SOCIAL SKILLS LESSON/REFLECTION SHEET	SOCIAL SKILLS LESSON/REFLECTION SHEET
DETENTION	DETENTION
WITHDRAWAL NUMBER OF DAYS:	TIME OUT/TAP/OFFICE 1 2 3
SUSPENSION NUMBER OF DAYS:	LOSS OF PRIVILEGE (Please state):
CASE CONFERENCE (Student Services)	
DATA ENTERED ON SIS	DATA ENTERED ON SIS

PARENT NOTIFICATION	DATE	TIME				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">PHONECALL</td> <td style="width: 25%;">LETTER</td> <td style="width: 25%;">MEETING</td> <td style="width: 25%;">UNABLE TO CONTACT</td> </tr> </table>	PHONECALL	LETTER	MEETING	UNABLE TO CONTACT		OTHER:
PHONECALL	LETTER	MEETING	UNABLE TO CONTACT			

TEACHER ACTIONS
(BEFORE 1-2-3 TAP)

PROMPT - <i>Low key.</i>	
RE-DIRECT - <i>State behaviour.</i>	
RE-TEACH - <i>Tell, show, practise, acknowledge.</i>	
PROVIDE CHOICE	
PRIVATE CONFERENCE	

STOP AND THINK!

What did I do?



What was the problem?



What are the consequences?



What will I do differently next time?



PARENT LETTER:



Dear.....,

This note is to inform you that _____ has been disruptive in class today.

As a result, 'Time Out' was given in line with our class agreement.

This note is for information purposes and I have dealt with the matter at school.

Please sign the attached slip and return to school.

Yours sincerely,

Class Teacher

Date

Parent / Interview required Yes / No

Parent's signature

Date

REVIEW DATE

February 2017

HISTORY OF CHANGES

Effective Date	Last update date	Policy No.	Version	Ref No.	Notes
May 2019					This new policy replaces the Behaviour Management in Schools policy. Endorsed by the Director General on 9 December 2015 D15/0557873.