Contents

Section 1 – School Behaviour and Learning Expectations

1.0 Statement of Purpose ........................................ Pg 4
1.1 Beechwood Public School Values ............................ Pg 5
1.2 Core rules for NSW public schools .......................... Pg 6
1.3 Beechwood School Rules ...................................... Pg 7
1.4 Prohibited items ................................................ Pg 8
1.5 Items not to be worn ............................................ Pg 8
1.6 Charter of rights and responsibilities ........................ Pg 9 - 11

Section 2 – Strategies to Promote Good Discipline

2.0 Strategies to promote good discipline and effective learning ........................................ Pg 12 - 13

Section 3 – Practices to Recognise Student Achievement

3.0 Practices designed to recognise and reinforce student achievement ........................................ Pg 14
3.1 School based awards ............................................ Pg 14
3.2 Classroom awards ............................................. Pg 15
3.3 Awards for exemplary behaviour ............................. Pg 15
3.4 Illustration for process of achieving Bronze, Silver or Gold awards ........................................ Pg 16

Section 4 – Strategies for Dealing with Unacceptable Behaviour

4.0 Classroom behaviour management system ................ Pg 17
4.1 School-wide behaviour management system ............... Pg 18
4.2 Level 0 ................................................................ Pg 19
4.3 Level 1 ................................................................ Pg 19 - 20
4.4 Level 2 ................................................................ Pg 21 - 22
4.5 Level 3 ................................................................ Pg 23 - 24

Section 5 – Anti-Bullying Policy

5.0 Introduction ....................................................... Pg 25
5.1 Definition of bullying ............................................ Pg 25
5.2 Responsibilities .................................................. Pg 26
5.3 Anti-Bullying plan ............................................... Pg 27
5.4 Response and advice to students being bullied ........ Pg 28
5.5 Advice for students who know someone being bullied ........................................ Pg 29
5.6 The role of parents .............................................. Pg 30

Appendix – 1 to 10 ................................................ Pg 31 - 40
1.0 Statement of Purpose

Student Welfare encompasses everything our school community does to meet the needs of our students and to enhance their happiness, success and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The student Welfare and Discipline Policy, procedures and programs of Beechwood Public School stress the value of prevention and early intervention.

This document has been developed to ensure that the students of Beechwood Public School learn in an environment that is safe, happy and educationally focused. It is based on The Values of NSW Public Schools, which include: love of learning, aiming for high standards, care and respect for ourselves and others, care and respect for families and communities, respect for work and being proud Australians and citizens of the world.

At Beechwood Public School all members of the school community are involved in maintaining an environment that aims to provide quality teaching and learning within secure, well-managed surroundings in partnership with parents/caregivers and the wider school community, based on shared responsibility and mutual respect. Members of the school community aim to meet the needs of students by acknowledging and celebrating appropriate attitudes and behaviour and addressing issues related to unacceptable behaviour. Our guidelines, expectations and consequences are clearly stated and managed consistently.

This policy is organised into five parts:

(1) School Behaviour and Learning Expectations
(2) Strategies to Promote Good Discipline and Effective Learning
(3) Practices Designed to Recognise and Reinforce Student Achievement
(4) Strategies for Dealing with Unacceptable Behaviour
(5) Anti-Bullying Policy
1.1 Beechwood Public School Core Values

The NSW Department of Education and the Beechwood school community recognise the importance of the teaching of Values to our students. In partnership with our local community, including the students, parents/caregivers and teachers, five Values have been identified to make up our ‘Beechwood Public School Core Values’.

The following five ‘Core Values’ will underpin the academic, welfare and discipline policies operating throughout our school.

**Respect** between students, teachers, community members and visitors is modelled, encouraged and celebrated at school. The expectation is that all students, staff and visitors will treat each other with consideration and respect each other’s point of view or beliefs.

**Excellence** Striving for the highest personal achievement in all aspects of schooling (academic, personal or sporting), is an expectation of all Beechwood students. Individual student’s pursuit of excellence is publicly celebrated with a special annual school assembly to celebrate their efforts and achievements.

**Cooperation** Our academic, social and sporting successes at Beechwood are a result of the students, teachers, staff, families and community, working together and supporting each other in order to achieve common goals. Cooperation at all levels is consistently demonstrated, from our many successful sporting teams, to our Kindergarten – Year 6 buddies and our hard-working P&C body.

**Participation** Beechwood Public school is a place for students to be involved and have fun. A wide range of opportunities are made available to students to play sport, participate in music, dance, drama, artistic or other creative experiences, demonstrate leadership skills or pursue academic interests. All students are encouraged to participate within the classroom and at the whole school level.

**Responsibility** Being accountable for their own actions and behaviour, resolving differences in a positive way, being prepared and organised for learning, and nurturing and taking care of the environment are the expectations of all Beechwood students.
1.2 Core Rules for Students in NSW Government Schools

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

All students in NSW government schools are expected to:

- Attend class 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.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

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.

*(NSW Department of Education, 2006)*
1.3 **Beechwood School Rules**

Beechwood Public School rules represent evidence of the partnership between the students, the staff and members of our school community. This partnership is based on an understanding of shared responsibility and mutual respect. In implementing these rules our aim is to provide a quality education and to maintain the care and safety of all students in our charge.

Our school rules will be presented and implemented in a way that leads to an understanding and acceptance of reasonable laws and regulations of the wider community and society in which we live. They also reflect the Core Rules for Students in NSW Government Schools, circulated in 2006.

We have an expectation that all students will give their **best effort**, keep themselves and others **safe** and demonstrate **care** and **respect** for all members of the school community. Our school rules focus on these three areas.

They are:

<table>
<thead>
<tr>
<th>Care and Respect</th>
<th>Safety</th>
<th>Best Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use appropriate language</td>
<td>• No bucket hat – play in the C.O.L.A</td>
<td>• Follow class rules</td>
</tr>
<tr>
<td>• Speak respectfully</td>
<td>• Stay in the right place, at the right time, with the right equipment</td>
<td>• Be a good sport and play by the rules</td>
</tr>
<tr>
<td>• Respect and return school equipment and the property of others</td>
<td>• Play safe and appropriate games</td>
<td>• Share, help others and take turns</td>
</tr>
<tr>
<td>• Treat others fairly</td>
<td>• Eat before you play</td>
<td>• Follow directions</td>
</tr>
<tr>
<td>• Put all rubbish in the bin</td>
<td>• Play with equipment safely</td>
<td>• Look after your belongings</td>
</tr>
<tr>
<td>• Be honest and truthful</td>
<td>• Control your hands and feet</td>
<td>• Wear your school uniform</td>
</tr>
<tr>
<td>• Look after our school environment (plants, buildings, grounds, etc)</td>
<td>• No rough play, fighting or causing fights</td>
<td></td>
</tr>
</tbody>
</table>
In addition to our school rules, the following points will also be enforced:

1.4 **Prohibited Items**

At Beechwood Public School the following items must not be brought to school:

- Chewing gum
- Aerosol cans
- Matches and lighters
- Toy guns, swords, toys with sharp edges
- Mobile phones – (unless parental request) *to be taken to office during school hours*
- Valuable toys
- Electronic toys
- Knives or weapons of any description
- Drugs (illegal) – *Prescribed medications must be taken to the office immediately*
- Other items that cause problems to students and teachers (at the discretion of the Principal)

1.5 **Not to be Worn...**

At Beechwood Public School the following must not be worn:

- Nail polish
- Make up
- Earrings other than studs or sleepers
- Inappropriate or unnecessary clothing/accessories
- Excessive or offensive jewellery
- Inappropriate or offensive hats (hats or jewellery with certain slogans, logos or pictures may be deemed inappropriate to be worn at school by the Principal)
1.6 **Charter of Rights and Responsibilities**

The following outlines the rights and responsibilities of all members of the school community in relation to our school rules.

**As Beechwood School is a safe place:**

<table>
<thead>
<tr>
<th>Rights of students and others</th>
<th>Responsibilities of students</th>
<th>Responsibilities of school and staff</th>
<th>Responsibility of parents and community</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to go about my business without interference, either physical or verbal, and having my clothing or equipment damaged, stolen or interfered with.</td>
<td>Control your hands and feet. No rough play, fighting or causing fights. Respect and return school equipment and the property of others. Not to bring to school objects that might be considered dangerous or inappropriate. To return or hand in any items that you have found. To play safely. To look after your own belongings. To take responsibility for damage you have maliciously caused.</td>
<td>To respect other people’s rights and not hit, threaten or insult them. To ensure that equipment is appropriately cared for, is stored safely and is in good repair. To ensure that students are taught general safety precautions and rules with regards to equipment. To respect the school property. To ensure that any items taken from students are returned. To supervise the playground when required. To pay for any damage maliciously caused by you.</td>
<td>To respect other people’s rights and not hit, threaten or insult them. To ensure that all children’s clothing is labelled. To pay for damage your child/children have maliciously caused.</td>
</tr>
<tr>
<td>I have the right to work and play in a clean and tidy environment.</td>
<td>Eat before you play. Put all rubbish in bins. Help keep the buildings and grounds clean and tidy.</td>
<td>To help keep the buildings and grounds clean, tidy and safe.</td>
<td>To support the school in keeping the grounds clean, tidy and safe.</td>
</tr>
</tbody>
</table>
| I have the right to be safe and happy at school. | To report any incidents of bullying or unfairness to a teacher.  
To speak respectfully and use appropriate language.  
Wear a bucket hat or play in the C.O.L.A.  
Play safe and appropriate games, and play by the rules.  
Play with equipment safely.  
Follow the fixed-equipment rules.  
Stay in the right place, at the right time, with the right equipment. | To act upon any report of bullying promptly.  
Wear a wide brimmed hat whilst on playground supervision.  
To ensure that students are taught safe and appropriate games and their respective rules.  
Supervise students playing with equipment or on the fixed-equipment.  
To ensure students are playing within designated areas. | To support the school’s anti-bullying policy and to encourage your child/children to report bullying to a teacher.  
To support the school’s Sun Safe Policy by providing a bucket hat for your child/children.  
To support the school by encouraging safe play, good sportsmanship and playing by the rules of the game, and observing the sporting Code of Conduct for Parents. |
|---|---|---|---|
| I have the right to travel to and from school safely. | To consider the safety of myself and others when coming to and from school.  
To abide by the Code of Conduct For School Students on Buses. | To ensure students arrive and leave school safely.  
To monitor safe bus travel and follow-up on issues or incidents when reported. | To support the school’s procedures for safe departure and arrival at school.  
To support the school’s Discipline Policy and the Code of Conduct For School Students on Buses. |
| I have the right to be safe while away from school for sport, for an excursion, camp or any other school activity. | To follow all instructions and consider the safety of myself and others when I’m away at sport, on an excursion, camp or other school activity. | To carry out a Risk Assessment prior to taking students out of the school.  
To provide appropriate supervision to all students whilst away on any school related event. | To support the school’s Discipline Policy by encouraging ‘best effort, safety and respect’ whilst representing the school at different venues.  
To demonstrate and encourage good sportsmanship (Code of Conduct for Parents). |
### Rights of students and others

#### I have the right to a balanced education.
- To arrive at school on time with all of my equipment.

#### All pupils have the right to learn in an orderly and peaceful atmosphere.
- To put in my best effort always (learning and behaviour).

#### The teacher has the right to teach lessons without disruptions.
- To follow the classroom rules.
- Not to interfere with the learning of others.

#### Parents have the right to receive all communication from the school.
- To pass on all bulletins, information sheets, notes, messages, term newsletters, etc to your parents immediately.

#### All members of staff, parents, pupils and members of the public have the right to expect politeness and respect.
- To speak and act respectfully to others, including using manners.
- To come to school every day in your school uniform.

#### I have the right to expect the school grounds, buildings and equipment be kept in good order.
- To take care of our school buildings, gardens, grounds and equipment and to encourage others to also do so.
- To report any damage to a teacher or staff member.
- To take responsibility for damage you have maliciously caused.

### Responsibilities of students

#### To arrive at school on time with all of my equipment.

#### To put in my best effort always (learning and behaviour).

#### To follow the classroom rules.
- Not to interfere with the learning of others.

#### To pass on all bulletins, information sheets, notes, messages, term newsletters, etc to your parents immediately.

#### To speak and act respectfully to others, including using manners.
- To come to school every day in your school uniform.

#### To take care of our school buildings, gardens, grounds and equipment and to encourage others to also do so.
- To report any damage to a teacher or staff member.
- To take responsibility for damage you have maliciously caused.

### Responsibilities of school and staff

#### To ensure that students regularly arrive at school by 9am and to support the school's program of work.

#### To support and encourage students to do their best through acknowledgement of effort.

#### To have the school’s Behaviour Management Plan on display in each classroom and to treat all students fairly.

#### To ensure students receive bulletins, information sheets, notes, messages, term newsletters, etc promptly.

#### To speak and act with courtesy and respect to others.
- To be dressed in neat, appropriate work attire (staff uniform where applicable).

#### To take care of our school buildings, gardens, grounds and equipment and to encourage others to also do so.
- To report any damage to the appropriate personnel.
- To pay for any damage maliciously caused by you.

### Responsibility of parents and community

#### To read and respond to school communications when required.

#### To support the school’s Discipline Policy.

#### To come to school every day in your school uniform.

#### To support the school by adhering to the school’s Uniform Policy.

#### To pay for damage your child/children have maliciously caused.
Section 2

2.0 Strategies to Promote Good Discipline and Effective Learning

At Beechwood Public School many strategies are implemented to promote appropriate behaviour and enhance effective learning. These strategies include:

- Providing appropriate curriculum to meet the needs of each student, by:
  - Implementing all Department of Education and Training and Board of Studies syllabi and curriculum.
  - Providing quality teaching practices.
  - Providing all staff with regular training through professional development meetings and providing opportunities to attend in-services and workshops.
  - Further enhancing the teaching/learning practices across all Key Learning Areas through the support of regional personnel in implementing current teaching practices within the classroom setting.
  - Collaboratively planning, implementing and reviewing Personal Learning Plans for all indigenous and some non-indigenous students.

- Supporting students to achieve success, through:
  - Peer Support Program (K-6)
  - Drug Education
  - Child Protection Program
  - Support Teacher Learning Assistance
  - Student Parliament
  - Life Education
  - visiting performers
  - parent/Grandparent class helpers
  - managing funding support resources
  - School Counsellor
  - Learning Support Team
  - voluntary Parent/Community members Programs
  - School Learning Support Officers
  - excursions
  - various sporting opportunities (PSSA, Gala Days, representative teams, etc)
  - various creative opportunities (assembly items, dance festivals, choir, musicals, art/craft shows, radio presentations, etc)
  - Opportunities to develop public speaking skills (class speeches, Small School’s Public Speaking, hosting assemblies, Parliament meetings, radio presentations, etc)

- Having school rules which are fair, clear and consistently applied.
• Providing opportunities with parents/caregivers to discuss their role in promoting acceptable student behaviour, through:
  ▪ Informal parent/teacher discussions.
  ▪ Parent/teacher interviews.
  ▪ Inclusion in Learning Support Team meetings (where appropriate).
  ▪ Formal disciplinary meetings.

• Providing opportunities to develop self-discipline, self-evaluation, communication and conflict resolution skills, e.g. peer support, life education visits, activities with partner high school students, involvement in School Parliament, etc.

• Promoting national pride and developing a sense of common purpose in students through:
  ▪ Celebrating national days and events.
  ▪ Providing opportunities to appreciate Australian literature, music, art and drama.
  ▪ Promoting Aboriginal perspectives within the curriculum.
  ▪ Recognising and respecting the national flag, anthem and emblems.
3.0 Practices Designed to Recognise and Reinforce Student Achievement

At Beechwood Public School we believe that the achievements of students deserve recognition and celebration through praise, encouragement, approval and the presentation of awards. The need for teachers to focus on and recognise positive behaviour is self-evident.

The following strategies designed to recognise and reinforce student achievement are utilised at Beechwood Public School:

- Ongoing, regular contact with parents, through informal conversations, letters, telephone calls, and emails.
- Commendations at morning or Friday assemblies and special school activities.
- Public promotion of school and student achievement through local media.
- Modelling of consistent and caring behaviour by all staff and school volunteers.

3.1 School Based Awards

The development of an awards system that aims at recognising appropriate behaviour and achievements provides direction and emphasis at Beechwood Public School.

Recognition may be in many different forms. It ranges from the intrinsic acknowledgement, to the public celebration at assemblies or in our school bulletin.

There are 6 different types of formal awards presented to students regularly. They are:

- Bronze, Silver or Gold awards, awarded for exemplary behaviour both in the classroom and in the playground. Recipients of Bronze, Silver and Gold awards are those students who consistently demonstrate an adherence to our school and class rules, and who generally demonstrate the B.P.S Core Values in all aspects of their schooling.
- Awards for class achievement and effort (Merit awards presented at school assemblies).
- Quality work awards (presented at school assemblies).
- Peer nominated, Parliament and Values awards (presented at special assemblies, 1 per term).
- 100% Attendance awards presented on the final day of each term.
- Meritorious achievement in the academic, social, citizenship or sporting realms, presented at an annual Assembly of Excellence.

For Year 6 students each year there is also the opportunity to receive one of the following awards, presented at the Year 6 Presentation:

- School Dux award
- English achievement award
- Maths achievement award
- Sports award
- Beechwood School award

*The number of awards presented at the Year 6 Presentation may vary depending of the numbers in the Year 6 class.*
3.2 Classroom Awards

Individual teachers are responsible for developing their own incentives within their classroom. Samples of these are:

- Verbal praise and recognition
- Stamps or stickers
- Table points
- Class reward tokens
- Sending a student to another teacher or the Principal to acknowledge achievement
- A class reward system, e.g. clever sticks, marbles in a jar, etc.
- Bronze token/sticker

Please Note: Due to the risk of food allergy/intolerances, food/lolly rewards will not be used in classes as part of the behaviour management system.

Wherever possible, there is a focus on providing whole class, small group and individual rewards for relevant behaviour and achievement socially, behaviourally and academically. Achievement towards bronze, silver or gold awards is included in classroom strategies.

3.3 Awards for Exemplary Behaviour

When a student is recognised for displaying exemplary behaviour he/she will receive a token/sticker on their individual Bronze Chart. These can be given to the students by any staff member in the school and can be awarded for behaviour in class and in the playground.

When a student has achieved 10 tokens on their chart, he/she is recognised again through the presentation of a Bronze Certificate at the next whole school Monday morning assembly. These students are also publicly recognised for their outstanding behaviour in the following bulletin.

Upon the achievement of four Bronze Certificates, a student is then awarded a Silver Certificate for exemplary behaviour. Silver certificates are presented by the Principal at the next whole school Assembly (Friday). These students are also recognised in the next school bulletin.
3.4 The Process for Achieving Bronze, Silver or Gold Awards

1st Bronze → 2nd Bronze → 3rd Bronze → 4th Bronze → 1st Silver

5th Bronze → 6th Bronze → 7th Bronze → 8th Bronze → 2nd Silver

9th Bronze → 10th Bronze → 11th Bronze → 12th Bronze → 3rd Silver

13th Bronze → 14th Bronze → 15th Bronze → 16th Bronze → 4th Silver
Section 4

Strategies for Dealing with Unacceptable Behaviour

4.0 Classroom Behaviour Management System

At Beechwood P.S we believe that a successful education will take place in a quality learning environment. In order to support all students in achieving success with their learning, we will encourage effective discipline in all classrooms. In every learning environment we expect students to follow these rules:

- Follow directions
- Keep hands, feet and objects to themselves
- No teasing or put-downs
- Raise hand to speak and wait

These class rules will be explicitly taught and expected behaviour will be acknowledged. A continuum of consequences for problem behaviour will be consistently applied in all classrooms. The consequences for unacceptable behaviour in the classroom are:

Rule reminder. If unacceptable behaviour continues-

First Warning:
- Name on board X
- In for 5 minutes next break.

Second Warning:
- Name XX
- Change seat/desk
- Next break off playground – timeout
- Timeout slip sent home to parents (Appendix 1)

Third Warning:
- Name XXX
- Sent to Buddy Class
- Whole day detention
- Letter sent home to parents (Appendix 2)

Severe clause: In the case of severely unacceptable classroom behaviour, the teacher can skip all of the above steps and send for the school Principal straight away.
4.1 School-Wide Behaviour Management System

It is anticipated that the school-wide behaviour management system at Beechwood P.S meets the needs of all students through a comprehensive and proactive approach in which all staff actively teach and acknowledge expected behaviour.

The following ‘Levels System’ sets out the procedures to be followed when unacceptable behaviour occurs at our school. Having a ‘system’ means that students know both the expectations for their behaviour and the consequences of inappropriate actions.

Patterns of behaviour will be monitored closely through the R.I.S.C program (Register of Individual Student Contact) `and data collected will be used to make decisions involving school-wide, group or individual interventions.
Beechwood Public School Levels System

**Severe Misbehaviour**: The school reserves the right to place the student on an appropriate level or suspend the student immediately in the case of severe behaviours. This will be at the discretion of the Principal.

4.2 **LEVEL 0**

All students commence at this level each year. At this level the student is cooperative and follows school and class rules. The student may receive occasional reminders in the class or in the playground, or may be put on detention for an isolated incident. In this case, parents/guardians will be notified in writing (Appendix 3).

4.3 **LEVEL 1**

Managed by class teacher in consultation with the Stage Supervisor

<table>
<thead>
<tr>
<th>Reasons for Placement</th>
<th>What Happens at this Level?</th>
<th>Strategies for Promoting Positive Behaviour</th>
</tr>
</thead>
</table>
| • Minor acts of bullying (physical, verbal, cyber, etc) | The student:  
• Will discuss their behaviour with their class teacher and Stage Supervisor.  
• Will have a ‘Level 1 Notification of Unsatisfactory Behaviour’ letter, sent to parents/caregivers, to be signed by parents/caregivers, class teacher and Stage Supervisor, returned to class teacher (Appendix 4).  
• Will attend detention during morning, recess, lunch and afternoon breaks for up to 5 school days in the Planning Room. This detention is not flexible for sport, dance, choir or any school-based activity. | • A parent/teacher interview may be accessed at this level. (Where appropriate the student may be present)  
• During the discussions with the Planning Room teacher, clear and achievable goals for improving behaviour will be set. Explicit modelling/teaching and practice of social skills or coaching may be required.  
• Access to the School Counsellor may be organised if required.  
• A student will be required to complete a formal Self Improvement Card (green), in line with the respective goals set. |
| • Continual disruptions to classroom learning, games or playground harmony  
• Repeated non-wearing of school uniform (unexplained)  
• Continual out of bounds e.g. playing in toilets, climbing trees, fences, walls, bottom bank, etc  
• Disruptive assembly behaviour  
• Minor acts of aggression (tripping, pushing, throwing objects, unintentional dangerous play)  
• Teasing, put-downs | | |
- Swearing, bad language, rudeness or rude gestures
- Intention of leaving school grounds without permission
- Continual lateness to class without a reason or truancy during class time
- Misbehaviour whilst on time-out.
- Uncooperative behaviour or disobedience
- Stealing, minor acts of vandalism or interfering with the belongings of others
- Frequent disregard for school rules
- Failure to improve behaviour in the classroom
- Misuse of Information & other electronic technology (mobile phone, video player, camera, computer, internet, email, etc)
- Any of the above behaviours whilst with scripture teachers, casual teachers, bus drivers, parent helpers, canteen staff, visitors to school, etc

- Will be placed on an ‘observation’ period for the 5 school days immediately following the period of detention. During this time students will return to full playground privileges however, they will be monitored closely. If behaviour improves the student will return to Level 0 and parents will be notified in writing (Appendix 7).
- Will undertake a restitution program or actions to resolve the issue.
- May be required to carry out work or services, to repair or compensate for damage they have caused.
- May be excluded from extra-curricular activities (excursions, camps, sports events, performances, social events, etc) whilst on this level.

- Regular feedback will be provided by the class teacher to the student, regarding their achievements.
- A home/school communication book may be implemented.

These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.
**4.4 LEVEL 2**

Managed by the Stage Supervisor, in consultation with the class teacher.

*Where a student has been placed on Level 2 three times within one term, the Principal will send home a letter which will indicate the school’s concern over the student’s behaviour and the possibility of placement on Level 3.*

<table>
<thead>
<tr>
<th>Reasons for Placement</th>
<th>What Happens at this Level?</th>
<th>Strategies for Promoting Positive Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No improvement in Level 1 behaviours.</td>
<td>The student:</td>
<td>• A formal disciplinary interview with parents/caregivers will be requested by an Executive member to plan goals and strategies to promote appropriate behaviour (where appropriate, the student may be present).</td>
</tr>
<tr>
<td>• Physical fighting with another student.</td>
<td>• Will discuss behaviour with the Stage Supervisor.</td>
<td>• Explicit modelling/teaching and practice of social skills or coaching may be required.</td>
</tr>
<tr>
<td>• Excessive dishonest behaviour, stealing or vandalism.</td>
<td>• Will have a ‘Level 2 - Notification of Unsatisfactory Behaviour’ letter, sent to parents/caregivers, to be signed by parents/caregivers and returned to Stage Supervisor (Appendix 5).</td>
<td>• Access to the School Counsellor will be requested.</td>
</tr>
<tr>
<td>• Open defiance towards a teacher or not following instructions.</td>
<td>• Will attend detention during breaks, according to the following schedule:</td>
<td>• Appropriate support personnel available within the school system and externally, may be sought.</td>
</tr>
<tr>
<td>• Intentionally rough and/or dangerous play.</td>
<td>• 1st 5 school days- morning, recess, lunch &amp; afternoon tea</td>
<td>• A student will be required to complete a formal <em>Self Improvement Card</em> (orange), in line with the respective goals set.</td>
</tr>
<tr>
<td>• Leaving school grounds without permission.</td>
<td>• 2nd 5 school days- morning and recess or lunch only</td>
<td>• Regular feedback will be provided by the Stage Supervisor to the student, regarding their achievements.</td>
</tr>
<tr>
<td>• Racist, sexist or offensive language.</td>
<td>• 3rd 5 school days- placed on an ‘observation’ period. During this time the student will return to full playground privileges, however will be monitored closely. If behaviour improves the student will return to Level 0 and parents will be notified in writing (Appendix 7).</td>
<td>• Regular feedback/communication between school and home will be organised.</td>
</tr>
<tr>
<td>• Persistent non-wearing of school uniform (unexplained).</td>
<td></td>
<td>• A formal caution letter concerning the possibility of placement on Level 3 or</td>
</tr>
<tr>
<td>• Placing self or another person/people at risk of harm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Intentionally throwing rocks, sticks, etc at others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Serious threatening or aggressive behaviour towards another student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Repeated or persistent bullying (physical, verbal, cyber, etc).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Any of the above behaviours whilst with, casual teachers, office staff, teacher’s aides, scripture teachers, bus drivers, parent helpers, canteen staff, visitors to school, etc.

- These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Will undertake a restitution program or actions to resolve the issue.</td>
<td>A specific behaviour management plan may be developed to assist the student to manage inappropriate behaviour.</td>
</tr>
<tr>
<td></td>
<td>May be required to carry out work or services, to repair or compensate for damage they have caused.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will be excluded from extra-curricular activities (excursions, camps, sports events, performances, etc) whilst on this level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(If a member of Parliament) Will be suspended from all Parliamentarian privileges whilst placed on Level 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>suspension, may be issued at this level.</td>
<td></td>
</tr>
</tbody>
</table>
## 4.5 LEVEL 3

Managed by the Principal, in consultation with the class teacher, regional support personnel and possibly outside agency/ies.

<table>
<thead>
<tr>
<th>Reasons for Placement</th>
<th>What Happens at this Level?</th>
<th>Strategies for Promoting Positive Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No improvement in Level 2 behaviours</td>
<td>Action at this level will be determined by the school Principal, depending on the severity and seriousness of the student’s behaviour, and in accordance with the Department of Education and Training’s Policy.</td>
<td>• A formal disciplinary interview with parent/caregivers will be requested by the Principal to plan goals and strategies to promote appropriate behaviour (where appropriate the student may be present).</td>
</tr>
<tr>
<td>• Ongoing refusal to obey instructions.</td>
<td>The student:</td>
<td>• A specific behaviour management plan will be developed to assist the student to manage inappropriate behaviour. Explicit modelling/teaching and practice of social skills or coaching may be required.</td>
</tr>
<tr>
<td>• Disrupting the learning of other students</td>
<td>• Will have a ‘Level 3 – Official Caution for Unacceptable Behaviour’ letter, sent to parents/caregivers, to be signed by parents/caregivers and returned to Principal (Appendix 6).</td>
<td>• Access to the School Counsellor will be requested.</td>
</tr>
<tr>
<td>• Minor criminal behaviour related to the school</td>
<td>• Will attend a formal disciplinary interview with the Principal.</td>
<td>• Appropriate support personnel available within the school system and externally will be sought.</td>
</tr>
<tr>
<td>• Major, persistent bullying, including cyber-bullying</td>
<td>• Will undertake a restitution program or actions to resolve the issue.</td>
<td>• The student will be required to complete a formal Self Improvement Card (red), in line with the respective goals set.</td>
</tr>
<tr>
<td>• Extremely unsatisfactory, dangerous, violent, offensive or aggressive behaviour.</td>
<td>• May be required to adhere to the following detention schedule:</td>
<td>• Regular feedback will be provided by the Principal to the student, regarding their achievements.</td>
</tr>
<tr>
<td></td>
<td>➢ 1&lt;sup&gt;st&lt;/sup&gt; 10 school days- recess, lunch &amp; afternoon tea</td>
<td>• Regular feedback/communication between school and home will be organised.</td>
</tr>
<tr>
<td></td>
<td>➢ 2&lt;sup&gt;nd&lt;/sup&gt; 5 school days- 2 breaks on detention, 1 session of play (may be in a restricted area or under restricted conditions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ 3&lt;sup&gt;rd&lt;/sup&gt; 5 school days- 1 break detention, two sessions of play (may be in a restricted area or under restricted conditions)</td>
<td></td>
</tr>
</tbody>
</table>

According to the Suspension, exclusion and expulsion of students from school and procedures for declaration of place vacant (Feb, 1996) document, Principals of public schools will suspend any student who commits the following offences:

• Possession of a suspected illegal substance.
• Violence (intentionally causing injury or threatening serious violence against another student or teacher).
• Possession of a weapon (including threatening to use, any item or instrument as a weapon).
• Persistent disobedience (insolence or engagement in verbal harassment and abuse,
including directly swearing at a member of staff or visitor to the school).

- Criminal behaviour

- These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

Consistent with policy, the Principal has the right to suspend, exclude or recommend expulsion. Consistent with legislation and government policy, principals also have the authority to determine the conditions for a student’s continual enrolment.

| under restricted conditions). The student is placed on an ‘observation’ period, during which time full access to the playground may be gradually reintroduced. |
| These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. |
| These actions include the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. |

- Will be excluded from all extra-curricular activities (excursions, camps, sports events, performances, etc).

- (If a member of Parliament) Will immediately and permanently relinquish their leadership position.

- May undertake a short suspension from school of up to and including four school days.

- May undertake a long suspension from school of up to and including 20 school days.

- If a student is placed on Level 3 twice in Year 5, he/she will not be considered eligible for a role in the School Parliament the following Year.

- After completion of a suspension, a suspension resolution meeting with the Principal will be required, at which the continued enrolment conditions will be discussed.

Should the decision to suspend (either long or short term) a student be made, the following steps will be followed:

- Student is informed of the precise grounds on which suspension has been decided upon.

- Parents/Caregivers will be notified immediately by phone, with agreements reached about arrangements for the collection of the student from school.

- Written notification of suspension will be made to the parent/caregiver within 24 hours following verbal notification.

- A formal disciplinary interview, designed to resolve the suspension, between the Principal and Parent/Caregivers (and any other support personnel involved) will be convened prior to the concluding date of the suspension period.

If behaviour management programs and short and long term suspensions have failed to resolve the issue of inappropriate behaviour, strategies such as alternative educational placements, expulsion from the school or, expulsion from the school with the recommendation to the Minister that the student not be re-admitted to all or any government schools, may be considered.

Should a student be expelled from Beechwood P.S, the Principal will refer the issue to the School Education Director (SED) for resolution.
Section 5

Beechwood Public School
Anti-Bullying Policy

5.0 Introduction

Quality education is provided for students to meet their learning needs in a secure, orderly and supportive environment. The focus for quality education is for students of Beechwood P.S to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of positive student welfare.

Beechwood Public School is committed to providing a safe and caring environment which fosters respect for others and does not tolerate bullying. Our partnership with parents, caregivers and the wider community is considered central to the success of addressing bullying when it occurs.

At Beechwood P.S we believe;

- That bullying must be taken seriously and is not acceptable in any form.

That all members of our school community (students, staff, visitors) have the right to expect that they will spend the day free from fear of bullying, harassment and intimidation.

- That bullying:
  - devalues, isolates and frightens.
  - affects an individual’s ability to achieve.
  - has long term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

5.1 Our Definition of Bullying

Bullying is defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve humiliation, domination and intimidation of others (including gender, race, disability, homosexuality or transgender).

Bullying can take many forms. We consider the following behaviours to be bullying:

- **Verbal** e.g. name calling, teasing, abuse, putdowns, sarcasm, insults or threats.
- **Physical** e.g. hitting, kicking, punching, pushing, shoving or spitting.
- **Social** e.g. making inappropriate gestures, ignoring, excluding, ostracising, alienating.
- **Psychological** e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of other technology devices (camera phones, etc).
- Forcing others to hand over food, money or something which belongs to them.
- Making someone do something that they don’t want to.
5.2

Students, teachers, parents, caregivers and members of the wider school community have a responsibility to;

- promote positive relationships that respect and accept individual differences and diversity within the whole school community;
- be aware of the school Discipline Policy and assist all children to understand bullying behaviours;
- deal with all reported and observed incidents of bullying as set out in this policy; and
- actively work together to resolve incidents of bullying behaviour when they occur.

Students can expect to;

- know that their concerns will be responded to by school staff in a timely and appropriate manner;
- be provided with appropriate support (for both the subject and those responsible for the behaviour); and
- take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment (These experiences will be guided by the Personal Development, Health, Physical Education syllabus and other Key Learning Areas).

Students have a responsibility to;

- behave appropriately, respecting individual differences and diversity;
- follow the school rules;
- report incidents of bullying to an appropriate adult; and
- help someone who is being bullied.

Parents and caregivers have a responsibility to;

- support their children in all aspects of their learning;
- be aware of the school Discipline Policy and assist their children in understanding bullying behaviour;
- support their children in developing positive responses to incidents of bullying; and
- support all students of the school to deal effectively with bullying.

Beechwood School has a responsibility to;

- develop and implement an Anti-Bullying Plan;
- inform students, parents, caregivers and the community about the School Discipline Policy, Anti-Bullying Policy and Anti-Bullying Plan;
- provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers;
- provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour;
• communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children; and
• follow-up complaints of bullying, harassment and intimidation.

**Teachers have a responsibility to:**

• respect and support students in all aspects of their learning;
• model appropriate behaviour; and
• respond in an appropriate and timely manner to incidents of bullying.

5.3 **Anti-Bullying Plan**

**Teachers will:**

• explain and reinforce Beechwood School Rules, Classroom Rules and Charter of Rights and Responsibilities;
• develop children’s understandings of what bullying behaviour is;
• help students learn strategies to deal with bullying behaviour;
• respond to students’ complaints about bullying in a timely manner; and
• provide support for students who have experienced bullying behaviour.

**Children will:**

• follow school rules and class rules;
• treat others with respect; and
• report all incidents of bullying behaviour to an appropriate adult.

**The school will:**

• maintain a Bullying Behaviours register (incorporated into the R.I.S.C Program);
• deal with those displaying bullying behaviours in the context of the School Discipline Policy; and
• provide support for students who have experienced bullying behaviour, including counselling by the school counsellor (where required/requested).

**Responding to Reported Incidents of Bullying**

Incidences of bullying can be reported to any teacher or the Principal by children or their parents/caregivers. Any bullying incidences that are reported will be dealt with by a teacher or the Principal in a timely manner.

**Procedures:**

• Talk to the children involved (or any witnesses) in order to ascertain the facts of the incident/incidents. Consideration as to why the bullying occurred will be investigated. (e.g. the bigger picture or contributing factors).
• Mediation discussions with the teacher and students involved. During these discussions, the student/students involved will be reminded about the School Rules and School Levels, and that such behaviour is unacceptable. Comfort the victim and point out how he/she feels.
• Record details on playground board.
• Take action appropriate to the School Discipline Code and record it on R.I.S.C.
• Warn the bully of the consequences of further incidences.
• Inform other staff of the incident.
• If notification is made by a parent/caregiver, the teacher involved will provide feedback to that person, reassuring them that the situation will be monitored closely.
• Monitor the behaviour of the children involved following the discussion. In consultation with the Principal or Executive, introduce appropriate proactive strategies if required, such as restricted play areas, giving the offender some tasks to do or some responsibilities within the class/school, etc.
• If the aggression is repeated, the situation will be referred to the Principal or Executive member to manage and monitor.
• Parents may be contacted if behaviours warrant a student being placed on Level 1, 2 or 3 of the School Discipline Levels.
• Both bully and victim are to be offered school based assistance and support.
• A meeting of relevant persons is to be convened following identification of on-going bullying behaviour. (Principal, class teacher, parents, students, Learning Support Team, School Counsellor) All issues relevant to the behaviour of the student are considered.

5.4 Response to and Advice to be Given to Students Who Are Being Bullied

The initial response of a teacher when a child reports that they are being bullied is to acknowledge how the student is feeling and to assure the student that it is not their fault.

The student should be encouraged to;

• tell the bully to stop. State quite clearly that the behaviour is not wanted, unwelcome, unacceptable and/or offensive – STOP, MOVE, TELL strategy;
• seek help. Talk about the experience to someone who is trustworthy (class teacher, Assistant Principal, Principal, parent, peer); and
• report the bullying to a member of staff and feel confident that any incident can be resolved satisfactorily.

Other ‘self protective’ strategies that might be suggested include:

• Staying away from the bully, or places where bullying occurs.
• Be with friendly, supportive friends.
5.5 Advice to be Given to Students Who Know Someone Else is Being Bullied

Students should be made aware that witnesses to bullying have a very powerful role to play. Early intervention can defuse conflict situations before bullying sets in or gets out of hand. Therefore, the following suggestions should be made:

- If possible, intervene as the bullying occurs by telling the bully to stop. This is very useful if the onlooking student has influence with the bully.
- Refuse to join in with the bullying.
- Support students who are being bullied – just standing by them can be enough.
- Tell an adult if you are concerned about the bullying.
- It is every student’s right and responsibility to report bullying whether it happens to oneself or to someone else.
5.6 The Role of Parents

The following suggestions are made to parents through print materials and at parent meetings.

Take an active interest
- in your child’s social life
- in what is happening at school

Encourage your child
- to bring friends home
- to accept and tolerate differences in others

Build your child’s self-confidence
- by recognising and affirming his/her positive qualities
- by valuing him/her for who he/she is.

Discuss with your child
- the school’s expectations about behaviour
- ways to respond if their rights are infringed

Encourage constructive responses
- physical bullying or persistent teasing should be reported
- hitting back or retaliating with name-calling won’t solve the problem

Set an example
- be firm, but not aggressive in setting behaviour limits
- be positive in things you say and do
- be positive in responding to bullying – don’t overreact

Be alert for signs of distress
- unwillingness to attend school
- dropping off in academic performance
- damaged clothing and frequent loss of personal property
- loss of confidence and uncharacteristic mood changes
- withdrawal from social activities.

Act
- If your child is being bullied at school, report it to a teacher, or the Principal. Your report will be followed up.

Evaluating the Program
- The Anti-Bullying Policy will be evaluated and modified annually where required.
Timeout Slip

Dear ________________________________,

Today I was on timeout at; ☐ recess  ☐ lunch  ☐ afternoon tea.

I was put on timeout because I could not follow these class rules, even after being reminded.

First warning:
☐ Follow directions
☐ Keep hands, feet and objects to myself
☐ No teasing or put-downs
☐ Raise hand to speak and wait

Second warning:
☐ Follow directions
☐ Keep hands, feet and objects to myself
☐ No teasing or put-downs
☐ Raise hand to speak and wait

Comment: _________________________________________________________________________

My teacher would like you to talk to me about my behaviour. If you would like to contact my teacher to discuss today with them, you can by phoning the school.

Student Signature: __________________________    Teacher Signature: _______________________

Appendix 1
Dear __________________ 

Date: ____________________

I am writing to inform you that today ______________ received three warnings during class time for continual disregard of our class rules, resulting in disruption to learning. The details are:

- Follow directions
- Keep hands, feet and objects to self
- No teasing or putting-downs
- Raise hand to speak and wait

In line with our School Discipline Policy, the consequence for failing to follow class rules is one full day of detention. This means that your child has been/will be off the playground for three consecutive play sessions (recess, lunch, afternoon tea) on __________________________________________________.

I would appreciate it if you could discuss the importance of following our classroom rules and appropriate behaviour at all times at school with _____________ so that he/she understands his/her responsibilities towards behaviour and learning in our classroom.

I am hoping that this consequence will be enough to rectify the situation and that placement on Level 1 will not be necessary.

Please complete the slip below so that it can be returned tomorrow. If you wish to discuss this matter with me, please telephone the school to make an appointment at a mutually convenient time.

Regards,

_________________________                                          _______________________
Classroom Teacher                                                Principal/Assistant Principal

---

School Detention Note - Classroom

I am aware that my son/daughter __________________ in class ____ has been or will be on detention at recess, lunch and afternoon tea time, for failing to follow the class and school rules.

I have spoken to him/her about their inappropriate behaviour.

Comments: __________________________________________________________

_________________________                                          _______________________
Parent/Guardian Signature:                                      Date: ____________________
Dear _____________________  
Date: _________________________

I am writing to inform you that today ____________ has been placed on school detention for an issue in the playground. The details are:

☐ Care and Respect  ☐ Safety  ☐ Best Effort

__________________________________________________________________________

__________________________________________________________________________

In line with our School Discipline Policy, the consequence for failing to follow school rules is one full day of detention. This means that your child has been or will be off the playground for three consecutive play sessions (recess, lunch, afternoon tea) on ____________________________________________.

I would appreciate it if you could discuss the importance of following our school rules and appropriate behaviour at all time, with ____________ so that he/she understands his/her responsibilities towards behaviour and safety.

I am hoping that this consequence will be enough to rectify the situation and that placement on Level 1 will not be necessary.

Please complete the slip below so that it can be returned to school tomorrow. If you wish to discuss this matter with me, please telephone the school to make an appointment at a mutually convenient time.

Regards,

_________________________  __________________________
Playground Duty Teacher  Principal/Assistant Principal

School Detention - Playground

I am aware that my son/daughter _____________________ in class ____ has been or will be on detention at recess, lunch and afternoon tea time, for failing to follow the school rules.

I have spoken to him/her about their inappropriate behaviour.

Comments: __________________________________________________________________

Parent/Guardian Signature: ____________________________________ Date: __________________
Notification of Unsatisfactory Behaviour – Level 1

Dear *** ,

Date: **

Today ** has been placed on Level 1 because of unsatisfactory behaviour. The reason for placement on Level 1 is outlined below.

In accordance with our School Discipline Policy, *** will attend detention during morning (8:30-9am), recess, lunch and afternoon tea breaks for ** days. ** will be placed on an ‘observation’ period for the 5 school days immediately following the period of detention. During this time ** will be closely monitored at all times through the use of a ‘Self Improvement Card’ (green in colour). This card will be sent home everyday with the intention that you can also monitor ** behaviour at school. ** will return to Level 0. 

It would be appreciated if you could spend some time talking to ** about ** behaviour at school so that placement on Level 2 is avoided in the future.

I am hoping that this consequence will be enough to rectify the situation. If you wish to discuss this matter with me, please telephone the school to make an appointment at a mutually convenient time.

Regards,

________________________
Classroom Teacher

________________________
Principal/Assistant Principal

Please tear off and return to your child’s teacher as soon as possible.

Notification of Unsatisfactory Behaviour – Level 1

I am aware that my son/daughter __________________________ in class ____ has been placed on Level 1 and I have discussed the School Discipline Policy and the expectations outlined in it with my son/daughter.

Comments: ___________________________________________________________

________________________________________
Parent/Guardian Signature: ___________________________ Date: ________________
Notification of Unsatisfactory Behaviour – Level 2

Dear **

Date: **

Today ** has been placed on Level 2 because of unacceptable behaviour. The reason for placement on Level 2 is outlined below.

In accordance with our School Discipline Policy, ** will attend detention during breaks, according to the following schedule:

- 1st 5 school days- morning (8.30-9am), recess, lunch & afternoon tea
- 2nd 5 school days- morning and either recess or lunch only
- 3rd 5 school days- placed on an ‘observation’ period. During this time ** will be closely monitored at all times through the use of a ‘Self Improvement Card’ (orange in colour). This card will be sent home everyday with the intention that you can also monitor ** behaviour at school. The card will need to be signed by a parent/guardian each day and returned to school everyday.

The following consequences will also apply:

- ** will be unable to attend extra-curricular activities (excursions, visiting shows, sports activities, camps, etc) during the entire period of detention (15 days).

It would be appreciated if you could spend some time talking to ** about ** behaviour so that placement on Level 3 or school suspension are avoided in the future.

A meeting to discuss ** behaviour and to plan strategies to promote appropriate behaviour is requested. Please telephone the school to make an appointment at a mutually convenient time.

Regards,

_________________________
Maurice Cook
Principal

---

PLEASE TEAR OFF AND RETURN TO MR COOK AS SOON AS POSSIBLE

Notification of Unsatisfactory Behaviour – Level 2

I am aware that my son/daughter _______________________ in class ____ has been placed on Level 2 and I have discussed the School Discipline Policy and the expectations outlined in it with my son/daughter.

Comments: __________________________________________________________

_________________________
Parent/Guardian Signature: ___________________________ Date: ___________________________
Official Caution for Unacceptable Behaviour – Level 3

Dear ***

Date: **

Today ** has been placed on Level 3 because of unacceptable behaviour of a serious nature. The reason for placement on Level 3 is outlined below.

An official caution is a warning to a student that continued behaviour in this form is unacceptable and will result in a suspension from school. Students who are placed on Level 3 are counselled on how to avoid suspension.

A meeting is requested immediately to discuss ** behaviour at school, to outline the consequences of ** behaviour and to develop a behaviour plan.

Please telephone the school to organise a meeting.

Regards,

_________________________  
Maurice Cook  
Principal

PLEASE TEAR OFF AND RETURN TO MR COOK AS SOON AS POSSIBLE

Notification of Unsatisfactory Behaviour – Level 3

I am aware that my son/daughter ______________________ in class _____ has been placed on Level 3 for an issue of a serious nature.

I understand that the Principal has requested a meeting as soon as possible.

Comments: ____________________________________________

Parent/Guardian Signature: _____________________________  Date: ____________________
Dear

I am pleased to advise you that I have reviewed *’s behaviour with * and we feel that there has been an improvement in behaviour. * will now return to Level 0. We are very proud of * for his/her efforts in this area and are confident that they will continue.

I would like to thank you for supporting us and working together to help * follow our school rules and values of Care and Respect, Safety and Best Effort.

Yours Faithfully,

_________________________
Principal/Assistant Principal
SCHOOL DETENTION – Bus Travel

Dear _____________________  Date: _________________________

I am writing to inform you that today ____________ has been placed on school detention for an issue on the bus. The details are:

☐ Care and Respect  ☐ Safety  ☐ Best Effort

In line with our School Discipline Policy, the consequence for failing to follow school rules is one full day of detention. This means that your child has been or will be off the playground for three consecutive play sessions (recess, lunch, afternoon tea) on ____________________________________________.

I would appreciate it if you could discuss the importance of following our school rules and appropriate behaviour at all time, with ____________ so that he/she understands his/her responsibilities towards behaviour and safety.

I am hoping that this consequence will be enough to rectify the situation and that placement on Level 1 will not be necessary.

Please complete the slip below so that it can be returned to school tomorrow. If you wish to discuss this matter with me, please telephone the school to make an appointment at a mutually convenient time.

Regards,

________________________
Principal/Assistant Principal

School Detention – Bus Travel

I am aware that my son/daughter _____________________ in class ____ has been or will be on detention at recess, lunch and afternoon tea time, for failing to follow the school rules.

I have spoken to him/her about their inappropriate behaviour and the Code of Conduct for School Students on Buses.

Comments: ____________________________________________________________
SCHOOL DETENTION – Travel to/from School

Dear ___________________________, Date: ___________________________

I am writing to inform you that today ______________ has been placed on school detention for an issue whilst travelling to or from school. The details are:

☐ Care and Respect  ☐ Safety  ☐ Best Effort

In line with our School Discipline Policy, the consequence for failing to follow school rules is one full day of detention. This means that your child has been or will be off the playground for three consecutive play sessions (recess, lunch, afternoon tea) on ____________________________________________.

I would appreciate it if you could discuss the importance of following our school rules and appropriate behaviour at all time, with ____________ so that he/she understands his/her responsibilities towards behaviour and safety.

I am hoping that this consequence will be enough to rectify the situation and that placement on Level 1 will not be necessary.

Please complete the slip below so that it can be returned to school tomorrow. If you wish to discuss this matter with me, please telephone the school to make an appointment at a mutually convenient time.

Regards,

_________________________
Principal/Assistant Principal

School Detention - Travel to/from School

I am aware that my son/daughter ____________________________ in class ___ has been or will be on detention at recess, lunch and afternoon tea time, for failing to follow the school rules.

I have spoken to him/her about their inappropriate behaviour.

Comments: ____________________________
Deliberate Damage to School Property

Dear ,

Unfortunately * was responsible for deliberately damaging school property. The specific details are outlined below.

In accordance with our School Discipline Policy, the responsibility for covering the costs of repairs to damage maliciously caused by a student, comes back to his/her parent/guardian.

The school has obtained or is in the process of obtaining a quote for the repair of the damage. As soon as we know the cost of the repair we will pass the bill on to you.

Would you please arrange to have the school reimbursed for this cost. In the event that you are unable to pay please contact myself to make arrangements.

Yours Faithfully,

____________________________________
Maurice Cook
Principal