BEHAVIOUR DEVELOPMENT AND MANAGEMENT

POLICY & GUIDELINES

Reviewed

2015
This document is set out in 2 parts. The first part, which extends from page 3 to page 15 is the School’s Behaviour Development and Management Policy and as such represents the structures the school has put in place to manage student behaviour and stands as the basis on which decisions pertaining to children’s behaviour will be made.

The second part which extends from page 16 to page 50 is intended to give guidance to staff in applying the policy in a variety of situations. It is acknowledged, however, that staff in exercising professional judgement, may not follow these guidelines to the letter, as situations may arise where alternate procedures may be more appropriate. This section also contains a number of templates for communication to parents and other items assisting the implementation of the policy.
BEHAVIOUR DEVELOPMENT & MANAGEMENT POLICY

Rationale, Rules, Rights and Responsibilities
RATIONALE

The key to effective student behaviour management is high quality, positive relationships between teachers, students and parents characterised by trust, mutual respect and tolerance. Behaviour management involves detailed and effective planning to reinforce and encourage acceptable, appropriate behaviour. Teaching students to accept responsibility for their own behaviour and having respect for the rights of others are the ultimate aims of our school’s behaviour management programme.

The school community of Ardross Primary School believes that students, staff and parents have the right to work together in a supportive environment free from harassment and discrimination. Achieving this environment will maximise quality teaching and learning.

The following precepts underlie Ardross Primary School’s approach to positive student behaviour development and management.

1. Consistency. All staff need to embrace the policy and implement it as it is written. When staff choose to vary the procedures or discard them for whatever reason, the children notice staff inconsistency and issues of fairness and equity are justifiably raised. This inevitably leads to a weakening of the policy and its eventual breakdown.

2. Process. The children are given a framework within which they can work. This means that as the policy is implemented, the children can see a logical progression and a relationship between their behaviour and the consequences. This tends to remove the issue of personality, as the procedure becomes not one of a vindictive teacher taking revenge for misbehaviour, but rather an impartial process that must be followed.

3. Repair. It is unfair to punish a child for infringing the rules without offering a means for the child to address the situation and assimilate strategies that will help them overcome similar situations in the future. Counselling must be offered at the point of error.

4. Responsibility. Children are responsible for their behaviour and need to accept this. If they achieve high standards, this should be acknowledged. If on the other hand they misbehave, the first step in changing the behaviour is an understanding that if they choose to misbehave, they are also choosing the consequences of that misbehaviour.

5. Communication. Children are at school on loan from their parents. True education involves a partnership between school and home. It is vital that the children’s behaviour, both good and bad, be reported to parents, sooner rather than later.

It is accepted that all staff will have various strategies for affirming positive behaviour and these should be applied with the same fairness and in the same consequential manner as the measures taken for negative behaviour.
SCHOOL RULES

1. We treat people fairly, respectfully, equally and with consideration for their feelings.
2. Our teachers have the right to teach.
3. Our students have the right to learn.
4. We act carefully and sensibly in the school environment.
5. We do not take other people’s property.
6. Hats are always worn outside.
7. We obey the laws of Western Australia and the Commonwealth.

PLAYGROUND RULES:

1. Act sensibly and carefully.
2. Treat others fairly, respectfully, equally and with consideration for their feelings.
3. Stay inside the school boundaries.
4. Walk; don’t run, especially on the verandas and courts.
5. Dress appropriately – remember, “No hat - play in the shade”.
6. Sit down in the covered assembly area to eat, and walk when you are allowed to leave.
7. Do not play, walk or run with sticks or other sharp objects.
8. Leave objects such as rocks and other materials where they are.

PLAY EQUIPMENT RULES

Playground Equipment

1. Walk along the platforms, no running.
2. Wait your turn, do not push past people.
3. Use climbing equipment and ladders only to get up or down - no jumping off.
4. Stay on the platforms - no climbing up or over the railings on any part of the playground.
5. Only one person per time on each of the commando climbing ropes.
6. Only two people per time on the climbing wall.
7. Stand clear at the bottom of the climbing wall, fireman’s pole and commando climber.
8. Do not flick sand or make sand sculptures with sticks.

Monkey Bars

1. Take it in turns to cross the monkey bars - do not pass others.
2. Stay underneath the bars – do not climb on top of the bars.

Slide:

1. Only to be used by Kindergarten to year 4 students - year 5-6 students play elsewhere.
2. Take turns, only 1 person on the slide at a time (“trains” are not permitted).
4. Go down the slide only.
5. Keep the slide clean - Objects such as sand or honky nuts are not permitted on the slide.

SPORT EQUIPMENT RULES

1. Line up to sign out and return equipment – no pushing in.
2. You are responsible for your own equipment. Do not borrow equipment for anyone else.
3. Return your equipment as soon as the bell sounds at the end of lunchtime.
4. Ensure your name is crossed off the equipment register - do not dump the equipment and leave.
5. Use the equipment only for the purpose for which it was designed.
6. Advise the duty teacher or a student councillor if your equipment is lost or breaks.
**Students have the RIGHT to:**
- Respect, courtesy and honesty.
- Learn in a purposeful and supportive environment.
- Work and play in a safe, secure, friendly and clean environment.
- Equal treatment regardless of race, gender or physical ability.
- Interact with others in an atmosphere free from harassment and bullying.

**Students have the RESPONSIBILITY to:**
- Display respectful, courteous and honest behaviour.
- Ensure that their behaviour is not disruptive to the learning of others.
- Ensure that the school environment is kept neat, tidy and secure.
- Ensure that they are punctual, polite, prepared and display a positive manner.
- Behave in a way that protects the safety and well-being of others.
- Ensure their behaviour does not intimidate others.

**Staff have the RIGHT to:**
- Respect, courtesy and honesty.
- Teach in a safe, secure, friendly and clean environment.
- Teach in a purposeful and non-disruptive environment.
- Cooperation and support from parents in matters relating to their child’s education.

**Staff have the RESPONSIBILITY to:**
- Model respectful, courteous and honest behaviour.
- Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students.
- Ensure good organisation and planning.
- Report student progress to parents.
- Be vigilant about bullying and ensure all are aware of the school's policy.

**Parents have the RIGHT to:**
- Be informed of their child’s progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that bullying will be addressed appropriately.
- Cooperation and support from teachers in matters relating to their child’s education.

**Parents have the RESPONSIBILITY to:**
- Model respectful, courteous and honest behaviour.
- Ensure that their children attend school regularly and on time.
- Support the school in implementing behaviour management strategies, particularly in relation to their own children.
- Ensure that the physical and emotional condition of their children is at an appropriate level for effective class participation.
- Ensure that their children are provided with appropriate materials to make effective use of the learning environment.
- Support the school in providing a meaningful and adequate education for their children.
- Inform the school about bullying when appropriate.
- Inform the school of culturally sensitive issues and special needs.
ROLES AND RESPONSIBILITIES OF ADMINISTRATION AND STAFF

PRINCIPAL AND DEPUTY PRINCIPALS

• Provide a link between guardians and class teachers.
• Support teachers with student behaviour management.
• Discuss anti-bullying processes and praise students for taking a stand against it.
• Acknowledge and, where appropriate, reward positive behaviour, including promoting the whole school positive incentives.
• Document serious or ongoing student misbehaviour and assist in the development of Individual Behaviour Management Plans.
• Facilitate teacher/guardian/student conferencing.
• Initiate staff professional development as required.
• Advise parents of consequence of students receiving three Behaviour Warning Slips.
• Ensure staff are aware of students with Special Needs.
• Be culturally sensitive.

TEACHERS

• Make students aware of the School Rules and of their rights and responsibilities.
• Devise a set of class rules (consistent with school policy) which support the values in the Western Australian Curriculum.
• Keep records of infringements of class rules.
• Acknowledge, and where appropriate, reward positive behaviour, including promoting the whole school positive incentives.
• Keep Administration informed of relevant parent discussions.
• Apply the school’s behaviour management procedures consistently.
• Carry out playground duty diligently.
• Complete a Behaviour Warning Slip for students behaving inappropriately in the playground and forward to Deputy Principal.
• Be vigilant about all forms of bullying in the playground and classroom.
• Inform Administration and guardian of any student incidents that are considered serious.
• Be culturally sensitive.
• Ensure that rules are enforced consistently and are clearly understood by all students.
• Give opportunities for students to cool down.
BEHAVIOUR DEVELOPMENT & MANAGEMENT POLICY

Encouragement of Positive Behaviour
PROCEDURES USED TO ENCOURAGE POSITIVE BEHAVIOUR

The following are examples of activities and procedures used by the school to foster a positive whole school environment. Promoting the positive aspect of student behaviour at every opportunity is paramount.

<table>
<thead>
<tr>
<th>WHOLE SCHOOL EXAMPLES</th>
<th>CLASSROOM EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lucky Dip. Students receive a lucky dip ticket for positive behaviour and play in the playground.</td>
<td>• Praise</td>
</tr>
<tr>
<td>• Merit Certificates. Given to students for Academic Achievement, Endeavour or Citizenship. Awards presented at each assembly.</td>
<td>• Letter of commendation</td>
</tr>
<tr>
<td>• Faction Awards. Tickets that are given for positive behaviour are placed in the faction buckets in the office. These are tallied at each assembly. The winning faction receives a prize each term. There will also be an overall faction prize (shield) for the total points. This is presented at the end of the year.</td>
<td>• Writing in students’ diaries – commendations</td>
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<td>• Display of student’s work at the office, library or newsletter.</td>
<td>• Certificates of achievement</td>
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<td>• Letter of commendation.</td>
<td>• Verbal encouragement</td>
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<tr>
<td>• Children sent to Principal or Deputies with examples of class work.</td>
<td>• Stickers</td>
</tr>
<tr>
<td>• Peer selection of Year 6 students as Councillors.</td>
<td>• Prizes and stamps</td>
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<tr>
<td>• Peer selection of Year 6 students as Faction Captains.</td>
<td>• Raffle tickets in class raffle</td>
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<tr>
<td>• Recognition of student’s achievements in the newsletter.</td>
<td>• Positive notes in diaries</td>
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<td>• Special Whole School Events such as Dress Up Days.</td>
<td>• Raffle prizes</td>
</tr>
<tr>
<td>• Environment Award – to the class at each assembly that has shown pride in keeping their environment clean.</td>
<td>• Children sent to other class teachers with examples of class work.</td>
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BEHAVIOUR DEVELOPMENT & MANAGEMENT POLICY

Processes for Dealing with Inappropriate Behaviour
Ardross Primary School firmly supports the right of both staff and students to work and learn without being impeded by disruptive behaviour. No one has the right to hinder the progress of others. To achieve this, staff will adopt a consistent approach to eliminating disruptive behaviour.

Staff will employ an array of preventative strategies that will reduce the likelihood of inappropriate behaviour occurring using the main elements from the following hierarchical process:

<table>
<thead>
<tr>
<th>Kindergarten &amp; Pre-Primary</th>
<th>Primary Years 1 - 6</th>
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</thead>
<tbody>
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<td>Level</td>
<td>Level</td>
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<td>1</td>
<td>Proximity, Praise and Reward</td>
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<td>2</td>
<td>Rule Reminder and Warning</td>
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<td>3</td>
<td>Loss of privilege</td>
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<td>4</td>
<td>Isolation in class (time-out)</td>
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<td>5</td>
<td>Time in (Buddy) Teacher’s Class</td>
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<tr>
<td>6</td>
<td>Administration Case Conference</td>
</tr>
<tr>
<td>7</td>
<td>Individual Behaviour Management Plan developed</td>
</tr>
<tr>
<td>8</td>
<td>Non-attendance where necessary</td>
</tr>
</tbody>
</table>

**NB**

a) After level 5 an Administration Case Conference would be necessary to develop an Individual Behaviour Management Plan.

b) For serious breaches of behaviour a student will be fast tracked to level 5.

c) Items 2, 3, 4 & 5, Years 1 – 6 hierarchical over a one day period.
1. **Warning – Inappropriate Behaviour**  
Where a child is behaving inappropriately and breaking the School Rules, a teacher can provide a warning to the child and where required record his or her name on a Behaviour Warning Slip (Pink Slip) in the duty file. The student is also reminded of the next step if he or she continues with the inappropriate behaviour.

2. **Accompanying the Duty Teacher**  
When required the duty teacher may ask a student demonstrating inappropriate behaviour to walk with them for up to 15 minutes. The child’s name is placed on the Behaviour Warning Slip (Pink Slip) provided in the duty file. The student is also reminded of the next step if he or she continues with the inappropriate behaviour.

**ACTION REQUIRED FOR SERIOUS INAPPROPRIATE BEHAVIOUR**

The child is escorted to the Office by the Duty Teacher for referral to the Deputy Principal, Principal or designated Senior Teacher. If the offence is deemed serious by the Deputy Principal, Principal or designated Senior Teacher, students will be fast tracked to level 5 of the Behaviour Management Process For In Class Behaviour and a parent of the child will be notified.

3. All Behaviour Warning Slips (Pink Slips) will be returned to the Deputy Principal at the conclusion of the break and the Deputy Principal will record the details on a data base designed for the purpose. The Behaviour Warning Slips will then be forwarded to the Child’s class teacher to inform them of the situation.

When a child has accrued 3 Behaviour Warning Slips in a Term, the Deputy Principal or Principal will notify the parents that the child will spend a lunchtime with them to be counselled and to complete a “Think Sheet” to reflect on their behaviour and the rules that he or she has broken, with the aim being to determine how to behave in the future. The Principal/Deputy Principal or other nominated staff member will supervise them during this time. Students will be provided with time to have their lunch and go to the toilet.

Each student will report at the start of lunchtime. If a student is late or does not appear he or she will need to make up the time. If the student continues to miss his or her time in detention, then an additional consequence (i.e. additional time in detention) may be applied. If a student gains another 3 slips after his or her first time in detention, the consequence doubles - e.g. 3 slips = 1 lunchtime, the next 3 slips = 2 lunchtimes.

**Note –**
- A clean slate is provided at the start of each term.
- Classroom teachers are encouraged to remind the student of his or her time in detention.
INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

An Individual Behaviour Management Plan is to be established when a student requires additional support to meet his or her individual needs or to modify his or her behaviour when the use of the general hierarchy is proving ineffective.

Staff, the students, a guardian and the school psychologist will be involved in the development of the Individual Behaviour Management Plan.

Individual Behaviour Management Plans must be documented to make clear the behavioural issues that are being addressed, desired outcomes, strategies to be used and the effectiveness of the strategies. Individual Behaviour Management Plans will be signed by all necessary parties as an acknowledgement of their commitment to the plan.
BEHAVIOUR DEVELOPMENT & MANAGEMENT POLICY

Glossary
Administration” means Principal, Deputy Principal or delegated member of staff.

EAL/D means English as an Additional Language or Dialect.

“Guardian” means a person with the legal day to day responsibility for a student.

“Individual Behaviour Management Plan” means a negotiated plan between the Guardian, student and school to provide strategies addressing behaviour modification.

“IEP” means Individual Education Plan.

“Special Needs” means an intellectual disability of some nature, including autism and cerebral palsy.

“Think Sheet” means a written work sheet outlining the student’s response to an incident.

“Pink Slip” means a Playground Behaviour Warning Slip

“Behaviour Warning Slip” means a formatted note to communicate details of student misbehaviour to Administration and Staff.

“Isolation” means an area set aside in the classroom or the Administration area where a child can reflect on their behaviour or continue to work without being easily able to interact with their peers while still being under teacher supervision.

“Detention” means an area supervised by Administration where a child can reflect on their behaviour or continue to work while having no contact with other students.

“Time Out” is a term used by authorities such as Glasser and Rogers which, in the context of this document, is synonymous with Isolation.
BEHAVIOUR DEVELOPMENT & MANAGEMENT GUIDELINES
GUIDELINES FOR BEHAVIOUR MANAGEMENT PROCESS IN CLASS
KINDERGARTEN AND PRE-PRIMARY

Proximity/Praise/Reward
Where a student is misbehaving, praise at least one other student who is behaving appropriately, whilst moving within close proximity of the misbehaving student; praise the misbehaving student immediately he or she does something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.

Rule Reminder and Warnings
Referral to displayed rules.
Reinforcement of class rules.
Verbal reprimands according to individual classroom procedures if inappropriate behaviour continues, stating the problem and clearly stating required behaviour.

Loss of Privilege
When warnings are not heeded or a rule is consistently broken the student will lose a privilege. For example, removal from current activity: games, special activities. You must have privileges established in order to take them away.

Isolation in Class (Time-Out)
Further infractions of class rules leads to a student being isolated from other students’/teacher’s attention in the classroom to think about his or her behaviour.

Time in Buddy Teacher’s Room
Student spends a short time supervised by a buddy teacher. Guardian to be notified if this occurs.

Administration Case Conference
Guardian, staff and Principal/Deputy Principal to be involved in case conference.

Individual Behaviour Management Plans
An Individual Behaviour Management Plan is to be established when a student requires additional support to meet his or her individual needs or to modify his or her behaviour when the use of prior procedures in the general hierarchy are not proving effective.
GUIDELINES FOR BEHAVIOUR MANAGEMENT PROCESS IN CLASS
YEARS 1 - 6

Class Teachers will use the main elements (1-5) of the following hierarchy; elements 6, 7 and 8 are the realm of Administration.

Proximity/Praise/Reward
Where a student is misbehaving, praise at least one other student who is behaving appropriately, whilst moving within close proximity of the misbehaving student; praise the misbehaving student immediately he or she does something appropriate; prompt or redirect the student to return to the appropriate behaviour; check that the student can cope with the activity; quietly enquire as to the reason for the misbehaviour.

Rule Reminder and Warning
Name in the Classroom Behaviour Book and referral to displayed rules. Reinforcement of class rules.

1st Mark Next to Student’s Name in Name Book, Isolation in Class and Complete Think Sheet
Further infractions of class rules lead to a student being isolated from other students’/teacher’s attention in the classroom.
The student is still involved in the learning programme, but separated from peers.
Whilst the student is isolated, he/she is to complete a Think Sheet to reflect on his/her behaviour and consider the rules broken.
The opportunity can be provided to the student to return when he/she makes a commitment for improved behaviour.
Teachers is to notify guardian if the student reaches this stage 3 times in a term

2nd Mark Next to Student’s Name in Name Book, Isolation in Buddy Class and Complete Think Sheet
If the student continues to be disruptive, advise him/her of the rule broken and place the student in another classroom.
Work will be provided to complete.
The student must complete the “Think Sheet”.
The opportunity can be provided to the student to return when he/she makes a commitment for improved behaviour after about 15-30 minutes (or longer if the student has not settled down).
Notification to be forwarded to the guardian of the student being sent to a buddy class.
An interview may be sought to determine possible reasoning behind the behaviour and to develop strategies to modify the behaviour.

3rd Mark Next to Student’s Name in Name Book, Sent to Office and Isolation from all Classes
Further infractions of rules will result in the student being sent to the office with appropriate documentation where the student will remain isolated from classes for a period of time deemed appropriate by the Principal or Deputy Principal.
The student will complete a “Think Sheet”
The Principal or Deputy Principal will contact the student’s guardian to inform of the situation.
The guardian may choose to ask for a formal interview to discuss the matter with the Principal and the teacher.
In-School Suspension

In-School Suspension is for serious breaches of behaviour or for repeated inappropriate behaviour. Student remains at the school but is isolated from other students. Guardian will be notified and an interview sought.

Suspension

End of line management procedure that is used at the discretion of the Principal for serious breaches of behaviour. Guardian informed of suspension and the associated procedures.

Other: Detaining Students After School

Where appropriate, as part of an Individual Behaviour Management Plan a student can be detained after school as a consequence of a breach of school discipline. Detention in this context will apply to individuals or small groups of students; it is not the same as staff taking time at the end of the day to complete the educational programme with their classes. Regardless of the duration of the detention, it can only take place when staff have ensured: Guardian has been contacted to inform him or her of the reasons for, and the duration of, the detention; an arrangement is in place to get the student home after the detention; and this arrangement has been agreed to by the Guardian.

Records of the use of detention must be kept.
GUIDELINES FOR BEHAVIOUR MANAGEMENT PROCESS OUT OF CLASS

Inappropriate Behaviour

Examples of inappropriate behaviour can include:
- inappropriate language
- undue rough play
- running on the path
- eating out of area
- low level teasing
- playing out of bounds
- inappropriate social behaviour (e.g. repeated shouting/playing in the toilets)

Students will be advised of these and informed of consequences for repeated indiscretions.

Process to Follow for Inappropriate Behaviour

Warning – Inappropriate Behaviour

Where a student is engaging in inappropriate behaviour, the duty teacher can provide a warning to the student and where required record his or her name on a Behaviour Warning Slip in the duty file and provide that to the Deputy Principal. The student is also reminded of the next step if he or she continues with the inappropriate behaviour.

Accompanying the Duty Teacher

When required the duty teacher may ask a student demonstrating inappropriate behaviour to walk with them for up to 15 minutes. The student’s name is recorded on a Behaviour Warning Slip provided in the duty file. The student is also reminded of the next step if he or she continues with the inappropriate behaviour.

Detention for Discussion and Reflection

For Students with Repeated Inappropriate Behaviour

Notification will be sent home by the Deputy Principal to the student’s guardian advising that the student will be spending time during a lunchtime to discuss his or her behaviour as a result of gaining 3 Behaviour Warning Slips.

The student will report at the start of lunchtime. If the student is late or does not appear he or she will need to make up the time. If the student continues to miss his or her time in detention then an additional consequence (i.e. additional time in time out) may be applied.

The Principal/Deputy Principal or other nominated staff member will supervise the student during this time. The student will be provided with time to have his or her lunch and go to the toilet.

If a student gains another 3 slips after his or her first time in time-out, the consequence doubles. e.g. 3 slips = 1 lunchtime, 6 slips = 2 lunchtimes

Note –
- A clean slate is provided at the start of each term.
- Classroom teachers are encouraged to remind the student of his or her time in time-out.
Serious Inappropriate Behaviour

Serious inappropriate behaviour can include:

- violence/fighting or assault
- abuse of a teacher
- serious rough play etc
- abuse, teasing or bullying of another student
- refusal to follow teacher’s instructions

Action Required For Serious Inappropriate Behaviour

The student is escorted to the Office by the Duty Teacher for referral to the Deputy Principal, Principal, or designated Senior Teacher. If the offence is deemed serious by the Deputy Principal, Principal or designated Senior Teacher, the student will be fast tracked to level 5 of the Behaviour Management Process For In Class Behaviour and the guardian of the student will be notified.

Consequences of Serious Inappropriate Behaviour

Consequences invoked by the Deputy Principal, Principal or designated Senior Teacher can include:

- time spent in time-out
- in school suspension
- suspension
GUIDELINES FOR ISOLATION FOR REPEATED INAPPROPRIATE BEHAVIOUR IN CLASS

The withdrawal of a student from the classroom programme can be an extremely effective behaviour management practice. It serves to:

- provide a student exhibiting disruptive behaviour with the opportunity to cool down, and reflect on his/her own behaviour;
- satisfy duty of care obligations to other students and staff;
- allow the teacher and the other students the opportunity to teach and learn without interference; and
- provide an opportunity to negotiate and plan behaviour management strategies.

How Implemented

Designated areas will be set up in each classroom so that students in isolation will be segregated from their peers and, at the same time, under supervision. These areas can be used for students from that class (stage 3) or students from buddy classes (stage 4).

At the start of the year Teachers will liaise with each other to determine a buddy class. The cooperation between these classes can be most beneficial in a number of ways, but for the purposes of this document serves to identify another room in the school where a student may be isolated when that student reaches stage 4 of the process.

The classroom teachers are responsible for ensuring that students in isolation are provided with an adequate amount of work. Work is to be from each student’s normal learning programme at a level that the student can carry out without explanation or assistance from the supervising teacher. A student may also complete a “Think Sheet” whilst isolated.

When students reach stage 5 of the process, they will be under the general supervision of a Deputy Principal, Principal or designated Senior Teacher. The Deputy Principal or Principal is responsible for ensuring that students in isolation are safe and remain isolated from peers as directed. They are only to interact with isolated students with polite detachment. Their interaction should be restricted to granting the student permission to leave the room for toileting purposes and to directing them to an alternative area in the event of either the Deputy Principal or Principal having to be absent.

Breaches of isolation room procedures by a student will be dealt with by either the Deputy Principal, Principal or designated Senior Teacher.

A student who is absent from school during his or her period of isolation will complete the requirements of isolation on his or her return to school.

Recording of the Behaviour and Isolation

Details of a student’s unacceptable behaviour will be documented using the Classroom Behaviour Book.

Details of isolation will be entered in the school’s behaviour management records.
GUIDELINES FOR DETENTION FOR REPEATED INAPPROPRIATE BEHAVIOUR AT RECESS TIMES

Any student who has been given 3 Behaviour Warning Slips from duty teachers for offences in the playground, will be asked to spend lunch time in the time-out room under the supervision of the Deputy Principal or Principal.

If a student gains another 3 slips after his or her first period in time-out, the consequence doubles. e.g. 3 slips = 1 lunchtime, 6 slips = 2 lunchtimes

Students will report to the Deputy Principal or Principal at the start of lunch, bringing their lunch with them. Students will be permitted to eat their lunch whilst doing detention. If a student is late or does not appear then he or she will have to make up the time. If the student continues to miss his or her time in detention then an additional consequence (i.e. additional time in detention) may be applied.

Designated areas will be set up so that students in isolation will be segregated from their peers. The student will be required to complete a “think sheet” and may also be employed with appropriate tasks e.g. learning spelling lists/reading etc.

Students may be provided with an alternative break where appropriate.

Students in time-out are under the supervision of the Deputy Principal or Principal who is responsible for ensuring that students in time-out are safe and remain isolated from peers. The Deputy Principal or Principal will interact with isolated students with polite detachment. Their interaction where appropriate can include discussion about the student’s behaviour and how he or she can improve their behaviour. Social interaction should not be allowed between the students. The Deputy Principal or Principal may grant the student permission to leave the room for toileting purposes and in directing him or her to an alternative area in the event of either the Deputy Principal or Principal having to be absent. Breaches of detention procedures by a student will be dealt with by either a Deputy Principal, Principal or designated Senior Teacher.

A student who is absent from school during his or her period of time-out will complete the requirements of detention on his or her return to school.

Notification will be sent home to the guardian advising that the student will be spending time in Detention.

• Note – A clean slate is provided at the start of each term.
GUIDELINES FOR IN SCHOOL SUSPENSION

In-School Suspension can be used for either serious offences or for ongoing inappropriate behaviour.

In-School Suspension will be given for up to 2 days to withdraw a student from his or her class to work in a supervised situation away from his or her class. The student will be provided with alternative recess and lunch breaks to the other students.

The placement of students in In-School Suspension will be authorised by the Principal through Deputy Principal/s in consultation with the classroom teacher as one of a number of available counselling and behaviour management measures in dealing with students with disruptive behaviour.

Details of a student's unacceptable behaviour will be documented using the Classroom Behaviour Book. Details of In-School Suspension will be entered in the school’s behaviour management records.

The classroom teachers are responsible for ensuring that students in In-School Suspension are provided with an adequate amount of work. Work is to be from the student’s normal learning programme at a level that the student can carry out without explanation or assistance from the supervising teacher. A student may also complete a “Think Sheet” while isolated.

Students in In School Suspension are under the general supervision of a Deputy Principal, Principal or designated Senior Teacher. The Deputy Principal or Principal is responsible for ensuring that students in isolation are safe and remain isolated from peers as directed. They are only to interact with isolated students with polite detachment. Their interaction should be restricted to granting the student permission to leave the room for toileting purposes and to directing them to an alternative area in the event of either the Deputy Principal or Principal having to be absent. Breaches of In School Suspension procedures by a student will be dealt with by either the Deputy Principal, Principal or designated Senior Teacher.

A student who is absent from school during their period of In-School Suspension will complete the requirements of In-School Suspension on his or her return to school.

A Deputy Principal or the Principal will notify the Guardian of the In-School Suspension and will request a meeting to discuss the matter.
GUIDELINES FOR SUSPENSION

Suspension can be an effective behaviour management strategy when it is reserved for serious or persistent breaches of the school’s code of conduct.

The Principal may authorise the suspension of students in cases of either serious misbehaviour or of repeated misbehaviour.

Suspension Categories

Suspension categories to be used by public schools are:

Category 1: Physical assault or intimidation of staff.

Physical intimidation refers to any physically threatening behaviour towards school staff.

Category 2: Verbal abuse or harassment of staff.

Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 3: Physical assault or intimidation of students.

Physical intimidation refers to any physically threatening behaviour towards a student.

Category 4: Verbal abuse or harassment of students.

Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 5: Wilful offence against property.

A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.
**Category 6: Violation of school Code of Conduct, behaviour management plan, classroom or school rules.**

A wilful violation of the School Code of Conduct, Behaviour Management Plan, Class or School rules of such seriousness that In School Suspension or a lesser sanction is deemed to be inappropriate.

**Category 7: Substance misuse.**

Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misused prescribed medicines are covered by this category.

**Category 8: Illegal substance offences**

The substances referred to in this category are those deemed illegal under the Criminal Code.

**Category 9: Other.**

This category is retained for other serious incidents that are not encompassed by the first eight suspension categories.

**Notification to a Guardian Beforehand**

A Guardian will be contacted and notified before a decision of suspension is made, except in exceptional circumstances.

In the case of a serious breach of school discipline that adversely affects or threatens the safety of a person at the school, the Principal can suspend the student immediately. In that case as soon as practicable, the Principal is to provide written notification to the student and Guardian about the duration of and reasons for suspension. The student and Guardian must then be given an opportunity to respond to the issue and request reconsideration of the suspension.

**Pre-Suspension Consultation**

If the Principal proposes to suspend a student, school staff, a Guardian and the student must be provided with an opportunity to discuss the situation before a final decision is made. The reason for the proposed suspension is to be made clear and the student and Guardian must be given an opportunity to respond to the issue and request consideration of the proposed suspension.

Written notification is to be provided to the student and parents of a proposed suspension.
Letter Advising of Suspension

If a student is suspended from school, a letter from the Principal must be delivered to both the student and a Guardian. The letter confirming suspension is to include:

- the reason for the suspension from school;
- the duration of the suspension and date that the student may return to school;
- the name of a school staff member that parents or the student can contact; and
- information regarding any particular conditions attached to the suspension.

Appeal Against Suspension

If a Guardian wishes to appeal against an imposed period of suspension, that is to be managed as a request to review the Principal’s decision. An appeal does not prevent the period of suspension being imposed. Such a request is to be made to the Regional Education Office and managed according to the Disputes and Complaints Policy and Procedures.

Period of Suspension

Periods of suspension must not be imposed consecutively. A period of suspension must terminate at the end of the school term in which it was imposed.

Conditions That May Apply

Conditions that are attached to a period of suspension must specify:

- the student’s exclusion from the school grounds;
- the school response to a student entering school property without specific permission being given by the Principal;
- that the Care Giver is responsible for the student during the period of suspension from school;
- any conditions that need to be met prior to the student’s re-entry to school; and
- any other specific conditions considered to be necessary by the Principal.

Entry to School Grounds

A student can be given permission to be on school grounds for specific activities or programmes during a period of suspension.

A student entering school grounds without specific permission will be in breach of suspension conditions. In such cases, when the student returns to school at the conclusion of the current suspension, consultation with the Care Givers and the student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed. Persistent breaches or gross misbehaviour could lead to a recommendation for exclusion.

Post-Suspension Consultation

When a student has been suspended from school, consultation with the student and Guardian is advised so that an Individual Behaviour Management Plan for the student can be established if necessary.

Further consultation must take place when a student has been suspended for a total of ten or more days in one school year.

The purpose of this consultation is to review the Behaviour Management Plan for the student and the educational program being provided.
Recording of the Suspension

Information regarding the suspension is to be entered into the School’s Management Information System. All required information is to be forwarded to the Regional Education Office.

Education Instruction for a Student Suspended from School

Educational Instruction to be provided

Any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year is to be provided with education instruction during the period of suspension. This does not require the student to be supervised by school staff during the period of suspension unless the student has specific permission to be on school property.

The school must inform a Guardian of the education instruction made available. Staff are to encourage Guardians to support the completion of those materials.

Type of Instruction

The student is to be provided with education instruction that will include some or all of the following:

- information and materials that would enable them to continue to develop the knowledge and skills that are central to their education program;
- information and materials that would enable them to complete tasks and prepare for assessments;
- activities that require reflection about behaviour and/or the incident that resulted in suspension and any behavioural changes required when the student returns to school.

Completion of Course Work

A student suspended from school must be given every opportunity to continue with his or her education programme and fulfil course requirements. The student must be provided with opportunities to complete assignments or assessments conducted during the period of suspension.

The student can be given permission to return to school to submit an assignment, or to complete an assessment task in an isolated environment under staff supervision. Alternatively upon the student’s return from suspension he or she can be allowed to submit assignments or to complete assessment tasks.

If the school has provided opportunities for course requirements to be completed and the student has not done so the usual consequences will apply.
BEHAVIOUR DEVELOPMENT & MANAGEMENT DOCUMENT TEMPLATES
Dear Parents/Guardians

LETTER OF COMMENDATION

We are pleased to let you know that __________________________ has been a commendable student at school today.

We appreciate the personal efforts and co-operation of students who seek to enhance the positive environment of our school. We would like to acknowledge the contribution your child has made to the school’s pursuit of excellence.

Yours faithfully

______________________
# CLASSROOM BEHAVIOUR RECORD - POSITIVE

**Student Name:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Positive Behaviour</th>
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Teachers list positive behaviour or tick in box to indicate positive behaviour. Teacher to implement own rewards for students who achieve set targets in the positive behaviour records.
### CLASSROOM BEHAVIOUR RECORD - INAPPROPRIATE BEHAVIOUR

<table>
<thead>
<tr>
<th>Incident</th>
<th>Name in book</th>
<th>1st Mark In class Time Out</th>
<th>2nd Mark Buddy Class Time Out</th>
<th>3rd Mark Admin.</th>
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**Student name:**
**Date:**

Preceding stages to name in book are Proximity, Praise & Reward, and then Rule Warning

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</table>

**Student name:**
**Date:**

Preceding stages to name in book are Proximity, Praise & Reward, and then Rule Warning
ARDROSS PRIMARY SCHOOL
THINK SHEET

Student’s name:………………………… Date: ……………………
Room:……………….. Time:……………..

In class isolation
You have received 3 warnings today about your behaviour and have ignored them. Write down the behaviour you were warned about.
………………………………………………………………………………………………
………………………………………………………………………………………………

Which class or student responsibility did you break? Who were you affecting?
………………………………………………………………………………………………
………………………………………………………………………………………………

How I can improve my behaviour:
………………………………………………………………………………………………
………………………………………………………………………………………………

I agree to improve my behaviour: ……………………………. (Student signature)
Student counselled: Yes/No
Dear Parent/Guardian,

PARENT NOTIFICATION
STUDENT ISOLATION IN CLASS (Completed by Class Teacher)

____________________ was isolated from his/her class peers on the following dates:

_________________________________________________________________________________________

___________________________________________________________

Due to the following inappropriate behaviour:

__________________________________________________________________________

__________________________________________________________________________

A student who is isolated in class is first given a warning and his or her name is placed in the Behaviour Management Book. If the student’s inappropriate behaviour continues, he or she is given further warnings and isolated from his or her peers, though the student is still involved in the learning programme. The student is asked to complete a Think Sheet to reflect on his or her behaviour.

This consequence is based on our School’s Behaviour Development and Management Policy and Procedures.

The note is to inform you of the situation. Please sign the slip below and return to the school tomorrow.

Please feel free to contact the school to make an appointment if you wish to discuss the matter further.

Yours faithfully,

__________________  ________________
Class Teacher      Date

Dear

I acknowledge receipt of the letter indicating that _________________ has been displaying inappropriate behaviour in the classroom.

I wish to make an appointment for _________________ as soon as possible.
I do not wish to make an appointment at this stage.

Signed:     Date:
**Buddy class isolation:** Time:....................

You have not changed your behaviour as you agreed to. Write down what you were doing that was unacceptable.

..........................................................................................................................................................................................
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How has your behaviour affected the rest of the class?
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How I can improve my behaviour.
..........................................................................................................................................................................................
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I agree to carry out the above ideas:............................ (Student behaviour)

You are responsible for your behaviour. If you break this agreement, you will be sent to a Deputy Principal.

**Is the student aware that he/she will be sent to a Deputy Principal.**  Yes / No
Dear ______________,

PARENT NOTIFICATION - WITHDRAWAL FROM CLASSROOM ACTIVITIES (Class teacher)

Today, ________________ was withdrawn from normal classroom activities and placed in the care of another class teacher because:

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

This consequence is based on our School's Behaviour Development and Management Policy and Procedures and is the result of recurring inappropriate behaviour.

Please contact me at your earliest convenience to discuss this issue on 9364 2771.

Yours sincerely,

Class Teacher: ________________ Date: ________________
Dear Parent/Guardian,

PARENT NOTIFICATION

WITHDRAWAL FROM ALL CLASSROOM ACTIVITIES

(Deputy Principal or Principal)

Today _________________, was referred to me as a result of serious classroom misbehaviour.

_________________________ was withdrawn from all normal class activities and placed in the school’s isolation area because:

____________________________________________________________________________________________________

This consequence is a part our School’s Behaviour Development and Management Policy and Procedures.

The note is to inform you of the situation.

You are requested to contact the school and arrange an appointment to discuss this matter with the Principal.

Yours sincerely,

__________________________    ___________________
Deputy Principal/Principal    Date:

Dear

I acknowledge receipt of the letter indicating that ________________ has been displaying inappropriate behaviour in the classroom. I can be contacted on _____________ to arrange an appointment.

_________________________    ___________________
Signed:     Date:
Notification to parents of proposed suspension

Parent Name
Address

Dear (Parent Name)

The information that I have received suggests that your student, (student name), has breached the school’s Code of Conduct by behaving in the following manner:

(Describe situation)

As a consequence of that behaviour, a period of suspension from school is being considered.

You are invited to contribute to the decision making process by expressing your views about the alleged behaviour of your student and the recommendation that your student be suspended from school.

Please contact (staff name, phone) by (date and time) to discuss:

• (student name) behaviour at school;
• factors that may have contributed to the behaviour;
• the range of possible consequences for the behaviour;
• an ongoing behaviour management plan for (student name)

Principal
(date)
Notification of suspension to parents and student

Parent name
Address

Dear (Parent Name)

Your student (insert name) has been suspended from attendance at (school). The suspension is a consequence for the following behaviour/s:

(Describe behaviours)

The period of suspension is from (date) until (date), a total of (N) school days.

(Student name) has now been suspended for (cumulative total) school days this year.

The following conditions apply to this period of suspension:

List, if appropriate include:

• specific permission to enter school property
• educational instruction arrangements

When (student name) returns to school an individual behaviour management plan will be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Please contact (staff name) if you wish to discuss the period of suspension, any conditions imposed, or the management of (student name) behaviour at school.

Principal
(date)
### PLAYGROUND BEHAVIOUR WARNING SLIP

– FOR INAPPROPRIATE BEHAVIOUR IN THE PLAYGROUND

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Room No:</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher:</th>
<th>Other: (Write)</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

**Description of Behaviour:**

- [ ] Inappropriate social behaviour or language
- [ ] Not wearing a hat
- [ ] Not treating others fairly or respectfully (Includes excluding others and low level teasing)
- [ ] Running in areas where it is not allowed
- [ ] Breaking the eating and lunch area rules
- [ ] Inappropriate use of playground equipment or sporting equipment
- [ ] Going out of boundaries
- [ ] Rough play

**Other:** (Write)
PARENT NOTIFICATION OF TIME OUT
FOR INAPPROPRIATE PLAYGROUND BEHAVIOUR

(Dep. Principal or Principal)

Dear Parent/Guardian,

______________________ will be spending time in the Time-Out room on ___________ for breaching the school’s Code of Conduct during recess/lunch time on three occasions.

A student who receives 3 separate behaviour warning slips from the duty teachers for breaches of the Code of Conduct is required to spend a lunch time in the time out room, completing a “Think Sheet” where he or she reflects on his or her actions, as well as completing work if time permits. The specific Code/Codes broken were:

Code: ___________________________ Date: ____________
Code: ___________________________ Date: ____________
Code: ___________________________ Date: ____________

This consequence is a part of our School’s Behaviour Development and Management Policy and Procedures and is the result of recurring inappropriate behaviour.

The note is to inform you of the situation. Please sign the slip below and return to the school tomorrow. Please feel free to contact the school to make an appointment if you wish to discuss the matter further.

Yours faithfully,

_________________________   __________________________
Principal/Deputy Principal     Date:

Dear

I acknowledge receipt of the letter indicating that ___________________ will spend time in time out for breaching the school’s Code of Conduct on 3 occasions during recess/lunch times.

I wish to make an appointment for ___________________ as soon as possible

I do not wish to make an appointment at this stage

Signed: ___________________     Date: ________________
<table>
<thead>
<tr>
<th>Question</th>
<th>Space</th>
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</thead>
<tbody>
<tr>
<td>What did I do?</td>
<td></td>
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<tr>
<td>How do I feel about what I did?</td>
<td></td>
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<tr>
<td>How would what I have done make others feel?</td>
<td></td>
</tr>
<tr>
<td>What am I going to do in the future?</td>
<td></td>
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</tbody>
</table>
Junior Primary Think Sheet

Today I did the wrong thing

This is what I did...

Called out

Didn’t follow directions

Stopped others from learning

Was unkind to someone

Damaged property

I will try not to do it again.

Name: _______________

Date: _______________
Think Sheet

Sorry Page

I am sorry

From __________________________
Think Sheet

Angry Page

I feel angry because

From _________________________
TEACHERS' REFERRAL NOTE – TO ADMINISTRATION FOR INAPPROPRIATE BEHAVIOUR IN CLASS

Student Name: 

Date: ___________ Class: ___________ Teacher: ___________

Reason for Referral: 

<table>
<thead>
<tr>
<th>Action By Teacher (Tick in boxes):</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Name in Behaviour Book</td>
<td>OR - Serious Breach of Behaviour - Referred straight to Office</td>
</tr>
<tr>
<td>2. 1st mark next to name in Behaviour Book, In Class Isolation and Think Sheet</td>
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</tr>
<tr>
<td>3. 2nd mark next to name in Behaviour Book, Buddy class isolation and Think Sheet</td>
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<tr>
<td>4. 3rd mark next to name - To administration</td>
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</tbody>
</table>

Action Taken by: □ Principal □ Deputy Principal

Signed: ___________________ Date: ___________

---

TEACHERS' REFERRAL NOTE – TO ADMINISTRATION FOR INAPPROPRIATE BEHAVIOUR IN CLASS

Student Name: 

Date: ___________ Class: ___________ Teacher: ___________

Reason for Referral: 

<table>
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<tr>
<td>4. 3rd mark next to name - To administration</td>
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Action Taken by: □ Principal □ Deputy Principal

Signed: ___________________ Date: ___________

Action Taken by: □ Principal □ Deputy Principal
Notification of immediate suspension – opportunity to be heard

Parent Name
Address

Dear (Parent Name )

Your student (insert name) has been suspended from attendance at (school) as a consequence of the following behaviours:

(Describe behaviours)

The suspension had to be imposed immediately because the behaviour of your student involved a serious breach of discipline that adversely affected or threatened the safety of others at school.

The period of suspension is from (date) until (date), a total of (N) school days.

You are invited to express your views about the behaviour of your student and the decision to suspend your student. Information you provide may lead to a reconsideration of the decision.

Please contact (staff name, phone) by (date and time) to discuss:

• (student name) behaviour at school;
• factors that may have contributed to the behaviour;
• the range of possible consequences for the behaviour.

When (student name) returns to school an individual behaviour management plan will need to be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Principal
(date)
Notification to Regional Education Office

STUDENT SUSPENSION FROM SCHOOL

IDENTIFICATION DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
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<tbody>
<tr>
<td>Student Name</td>
<td>Date of Birth</td>
</tr>
<tr>
<td>Year of Schooling</td>
<td>Gender (M / F)</td>
</tr>
<tr>
<td>Parent Name</td>
<td>Aboriginality (Y / N)</td>
</tr>
<tr>
<td>Home Address</td>
<td>Telephone</td>
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</table>

SUSPENSION DETAILS

Category of suspension: 
Reason for suspension: 
Conditions attached to the suspension: 
Staff contact:

Suspension Dates | From: | To: |
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<tbody>
<tr>
<td>Return to School</td>
<td>Date:</td>
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This suspension: | School days |
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<tbody>
<tr>
<td>Total this year:</td>
<td>School days</td>
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Actions taken in terms of this suspension | Y | N |
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<tr>
<td>Notification to parent of intent to suspend</td>
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<tr>
<td>Immediate suspension for serious breach</td>
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<td>Discussion of suspension with parent / student</td>
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<tr>
<td>Letter of notification to parents</td>
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<td>Letter of notification to student</td>
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<tr>
<td>Development of behaviour management plan</td>
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Principal 
(date)