

Behaviour Management Policy

Date reviewed: 2013

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES

Informed by Positive Behaviour Support and Restorative Practices within a Response to Intervention Framework

This student behaviour management policy and document seeks to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

Based on Pastoral Care of Students in Catholic Schools Policy, CEOB, 2010 and Effective Schools Are Engaging School, Student Engagement Policy Guidelines, DEECD, 2009.

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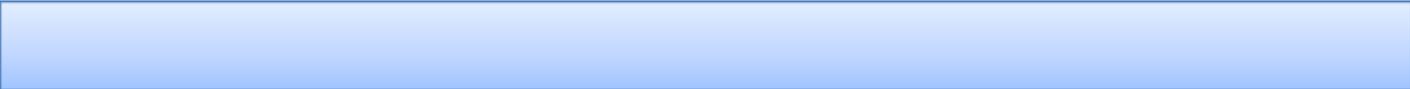
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RATIONALE: To be edited by all staff

Student behaviour education and pastoral care – A whole-school responsibility

A Catholic schools' provision of positive behaviour education and behaviour management skilling of students ought to be pastorally driven, comprehensive, and whole-of-school in nature. Appropriate frameworks are Response to Intervention Framework (see diagram pg. 11), or the National Safe Schools Framework. The focus and intended outcome is personal resilience, the mode is prevention and primary intervention, and the application is to the school community as a whole, and to each member of the school community individually. It is within such positive and broad frameworks that a school's student behaviour management processes for individual cases ought be formulated.

Pastoral care for the whole school community – A principal's responsibility

The principal has responsibility for ensuring that pastoral care is extended to all members of the school community. Student wrongful behaviour can have an adverse effect on the wellbeing of students, staff members and others. Pastoral care requires the principal to ensure a just and reasonable balancing of the rights, needs, obligations and wellbeing of all concerned. In addition, the principal will sometimes need to authorise action beyond the schools' formal student behaviour management procedures, taking into consideration the particular issues, local realities, and guided by principles that include justice, respect, compassion, personal and communal safety, health, and duty of care.

Student connectedness and engagement

An essential element of wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged. Schools are integral in the enhancement of student wellbeing. It follows that, when a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes which ensure that the student remains engaged and connected with school activities and the school community are to be preferred to those that disengage the student. It is recommended that processes that disengage

not be applied unless other options have been trialled. Disengagement and disconnection are potentially harmful of student wellbeing.

Restorative Practices and Positive Behaviour Support

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour management, and is recommended for Catholic schools. A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. Further information may be obtained from the diocesan Catholic Education Office.

Positive Behaviour Support (PBS) is a model which is consistent with catholic values and beliefs providing strategies within a Response to Intervention (RTI) Framework. The underlying premise of both Positive Behaviour Support and RTI is that positive behaviours can be taught and it is the responsibility of the school to do so.



SCRIPTURE CONTEXT: Jn 14:6

Thomas said to Him, "Lord, we do not know where You are going, how do we know the way?" Jesus said to him, "I am the way, and the truth, and the life; no one comes to the Father but through Me."

Positive Behavioural Management at Our Lady help of Christians School is aimed at developing in the children the Gospel Values of:

Peace;

Dignity/Respect;

Love;

Justice;

Trust;

Honesty

Self-Discipline



PREVENTION STATEMENT: Creating a Positive School Culture

Students can reach their full educational potential only when they are happy, healthy and safe and when there is a positive school culture to support them. This interdependent relationship between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education. Schools should aim to promote the link between wellbeing and learning in every aspect of their curriculum, school culture and environment.

At OLHC we will create a Positive School Culture that is Fair and Respectful

This Student Behaviour Management Framework will be most effective when it focuses on:

- Creating a positive school culture that is fair and respectful
- Building a safe and supportive school environment
- Expecting positive, supportive and respectful relationships that value diversity
- Promoting pro-social values and behaviours
- Encouraging student participation and student voice
- Proactively engaging with parents/carers
- Implementing preventative and early intervention approaches
- Responding to individual students and
- Linking to the local community.

A Positive culture is one that has school leaders who are committed to a shared and well-developed vision of a safe, caring, respectful, supportive and inclusive school community, which sends clear messages that bullying and unacceptable behaviour are not tolerated."

Building Respectful and Safe Schools, DEECD 2010

We will promote a positive school culture by ensuring that...

- the Leadership team has a vision for a strategic whole-school approach to student safety and wellbeing that includes a focus on prevention as well as management
- the Staff collaboration is facilitated through a leadership approach which empowers staff to initiate and take responsibility for safe school initiatives that focus on both student and teacher wellbeing
- the Leadership team model respectful and caring interactions with staff, students and families
- Leaders understand their duty of care responsibilities for students and are mindful that an effective and well-executed policy and vision for the prevention and management of bullying and violence is fundamental to ensuring the safety and wellbeing of students in their care
- the Leadership team and teachers make optimal use of specialist support professionals available within the school and in the wider community.

Building Respectful and Safe Schools, DEECD 2010

RIGHTS AND RESPONSIBILITIES

Every member of the OLHC school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Parents/carers promote positive educational outcomes for their children by taking an active interest in their child's educational progress. Parental cooperation, including regular and constructive communication regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment.

The following seven principles of RTI reflect contemporary theory and research concerning student learning and educational pedagogy. In Catholic schools these principles underpin a commitment to intervention practices that enable all students to experience learning success.

- 1. All students can succeed.***
- 2. Effective schools enable a culture of learning.***
- 3. Effective teachers are critical to student learning success.***
- 4. Teaching and learning are inclusive.***
- 5. Inclusive schools actively engage and work in partnership with the wider community.***
- 6. Fairness is not sameness.***
- 7. Effective practices are evidence based.***

Based on these 7 principals of Rtl...

All students have the right to learn.

All students have the right to being treated as an individual.

All students have the right to feel safe and be safe.

All students have the right to be treated fairly and with respect.

All students have a right to be a member of an inclusive school community.

All students have a right to evidence based teaching and learning and intervention practices.

All students have a right to reach their full intellectual, physical, social and spiritual potential.

Therefore, all students and teachers have a responsibility to...

- Care for the wellbeing of others
- Listen to others and value their opinions
- Do their best
- Show respect to students and staff
- Help others in need
- Treat others fairly
- Look after their property and the property of the school and others
- Be responsible for their own actions

[Type text]

- Be honest
- Respect the rights of others to learn in a safe environment

SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and positive behaviours are supported most effectively through relationship based whole-school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Implementing school-wide positive and educative behaviour support strategies.

Inappropriate behaviours, including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus, including:

- Understanding the student
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the students' learning program.

Broader support strategies include:

- Involving and supporting the parents/carers,
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- Tutoring/peer tutoring mentoring and/or counselling
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with attendance or behaviour
- Developing individualized and flexible learning, behaviour or attendance plans [\[Appendix 6\]](#)
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- Involving community support agencies.

ROLES AND RESPONSIBILITIES OF THE PRINCIPAL

The principal is responsible for leading the development and implementation of the Student Behaviour Policy. The policy will be made available to all members of the school community. The Principal will communicate with the Canonical Administrator in matters regarding the Behaviour Management Policy and appropriate individual behavioural incidences.

[Type text]



A STAGED RESPONSE

Positive behaviours are most effectively supported through relationship-based whole-school and classroom practices. However, it is recognised that some individuals and groups of students require additional support in the development of pro-social, positive behaviours. For most of these children and young people, the development of pro-social behaviour is achieved in stages, and requires reinforcement and acknowledgement to support each step towards positive improvement.

Some students who are at risk of disengagement from their learning require evidence-based, targeted interventions that are monitored regularly to assist them to improve their wellbeing and educational performance. These students are best supported in calm, consistent and predictable school classrooms and environments that recognise their individual needs and provide appropriate support. Students with problem behaviours can be responded to through a staged response. [\[Appendix 1\]](#)



PREVENTION

Implementing preventative and early intervention strategies to support positive behaviours is a key part of a Student Behaviour Policy. Prevention and early intervention strategies should:

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour

[Type text]

- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Recognise and celebrate positive behaviours
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/ or behaviour.

INTERVENTION

When concerns arise about a students' behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response is required to support the child or young person. It is important that intervention strategies meet the following criteria:

- Systematic collection and analysis of data available on school development organiser. (5. School and Community Relationships)
- The teaching and/or building of pro-social replacement behaviours (PATHS)
- Measure progress and support strategies.
- Intervention practices will occur in the classroom as the first option and should always involve the classroom teacher/s.
- Both academic and social strategies will be addressed.
- Partnerships will involve and support parents/carers.
- The formation of a student support group will be a critical element in the staged response.

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT

We will introduce, model and reinforce positive social behaviours. School-wide positive behaviour support (SW-PBS) promotes the proactive approach of teaching behavioural expectations and rewarding students for following them as a proactive approach rather than waiting for the misbehaviour to occur before responding. The purpose of SW-PBS is to establish a school climate in which appropriate behaviour is the norm for all students.

RESTORATIVE PRACTICES AND RTI

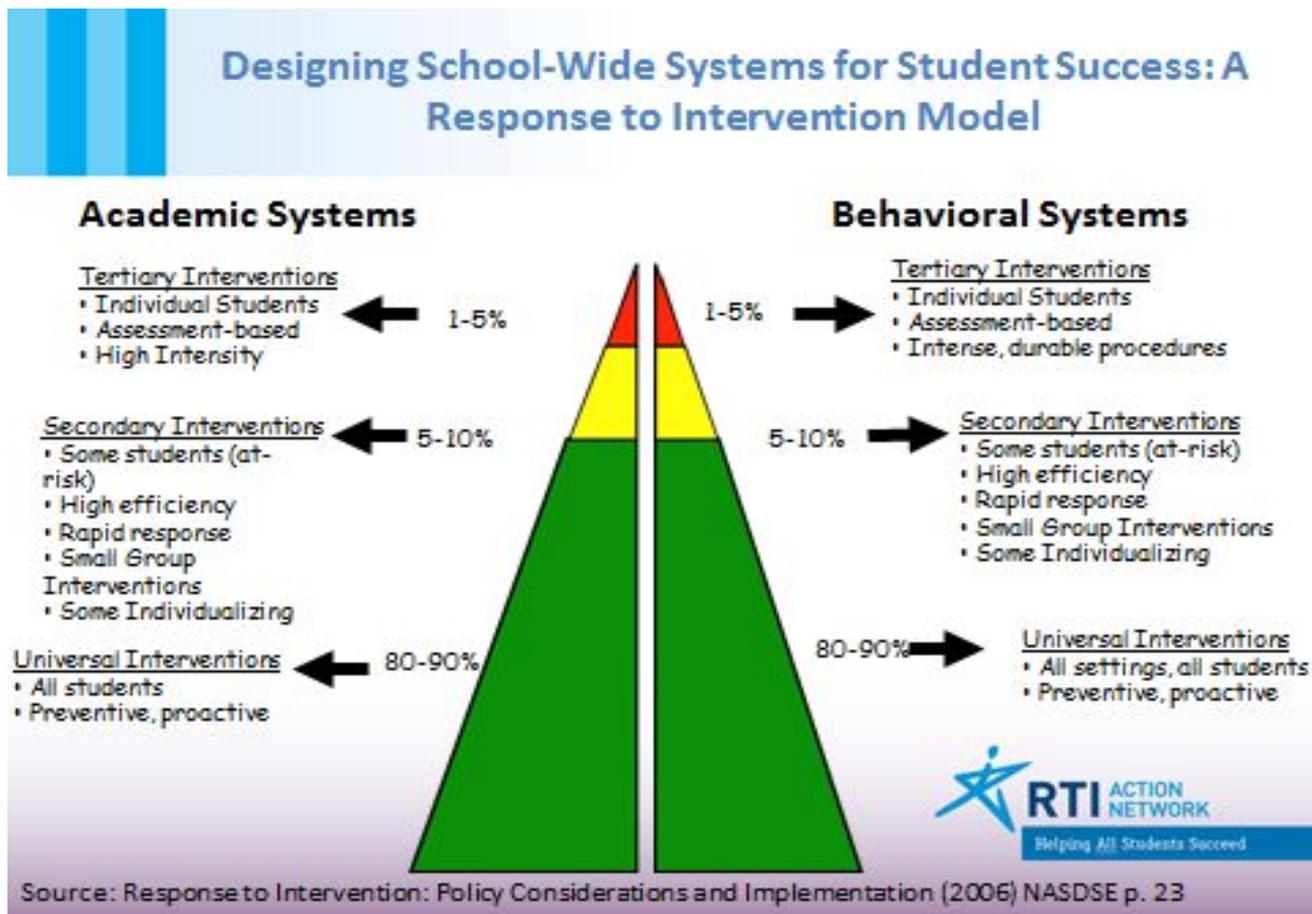
We will use Restorative practices as a whole school approach which is supported by the implementation of social emotional learning in every class level. Restorative practice involves the use
[Type text]

of transferable values and principles to promote social equity in relationships, empathy and personal accountability. An effective restorative approach requires a high degree of control with a high degree of support for students by teachers, to support behaviour change.

The hierarchy of restorative practices (Morrison) includes:

- Universal – reaffirming relationships through developing social and emotional skills
- Targeted – repairing relationships in the classroom, small groups, individual conferences
- Intensive – rebuilding relationships through community conferencing

RTI is a multi-tiered, collaborative approach to providing academic and behavioral supports to struggling learners at increasing levels of intensity. RTI can be used for making decisions about general, compensatory and special education, resulting in a well-integrated and seamless system of instruction and intervention directed by student outcome data and matched to student needs. It has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy and relevance of special education evaluations.



A combined PBS, Restorative Practices and RTI approach promotes a culture of...

- All students, All settings
- Positive behavioral expectations
- Explicitly taught and reinforced behaviours

- Consistent approach to discipline
- Assessment system and data-based decisions



OLHC DISCIPLINARY PROCEDURES

A. Classroom Behavioural Expectations

1. Every classroom will develop classroom expectations created collaboratively by teachers and students at the beginning of each year. These expectations will include:
2. Classroom Norms expectations will establish the behaviours conducive to developing a co-operative learning culture of the classroom
3. Positive Recognition that will ensure that students receive acknowledgement for appropriate behaviours that support a co-operative learning classroom culture
4. Consequences that occur when students choose inappropriate behaviours do not support a co-operative learning classroom culture [\[Appendix 1\]](#)

B. Consequences of inappropriate behaviour in the classroom

NB. When student behaviour is not compliant with the classroom expectations...

1. FIRST INCIDENT:

The student is issued with a verbal warning with a clear explanation of the nature of the inappropriate behaviour

[Type text]

2. SECOND INCIDENT:

The Student is removed to a time-out space in the classroom for a period of time at the teacher's discretion. (diary note or phone call for repeated 2nd stage offences)

3. THIRD INCIDENT:

The Student will be sent to a designated teacher's classroom with a note to complete assigned work for a period of time at the teacher's discretion. Note home

4. FOURTH INCIDENT

The Student is sent to the Principal's office for a period of time with a student EXIT SHEET. [Appendix 5] Junior School students may be required to complete the sheet under the guidance of parents at home.

Parents are to be notified when an **EXIT SHEET NOTIFICATION- PARENT** [Appendix 4] is given to student.

5. FIFTH INCIDENT:

Parents are notified and asked to take the student home. [Suspension]
Student may return to class after the designated period of suspension.

NB. Every child will start each day with a clean slate.

A. PLAYGROUND BEHAVIOURAL EXPECTATIONS

1. At the beginning of each year all staff will be involved in reviewing and constructing A Playground Code of Conduct.
2. Staff will communicate the Playground Code of Conduct with all students to ensure that they are clear of the expectations and consequences.

B. CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR IN THE PLAYGROUND

1. Teachers will conduct a verbal interview using the Restorative Practices Questions to determine the facts of an incident
2. Serious reportable incidences need to be documented using the Restorative Practices Behaviour Reflection document [Appendix 2]
3. The student will be sent to a Time Out seat in the Courtyard at the teacher's discretion for a period of 10-20 minutes. (Jun courtyard seat beside Rm 1 steps . Sen below Rm 10 window)
4. It may be necessary to continue using the Restorative Practices Questions after a period of Time Out.
5. The duty teacher ensures that the student in Time Out is isolated from other students
6. If an offence reoccurs the student is withdrawn from play for a negotiated period of time.

C. REPORTABLE OFFENCES

1. The teacher will document the incident in the Behaviour Book located in the Principal's Office.
2. The Restorative Practices Questions will be used to determine the FACTS and FEELINGS of the student/s involved
3. The Restorative Practices interview will be recorded on the Reflection Document [Appendix 2]

REPORTABLE INAPPROPRIATE BEHAVIOUR

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The following is a list of actions that MUST be reported in the Behaviour Book.

- Violence causing bodily harm
- Physical, verbal or emotional Bullying
- Abusive language.
- Failure to obey a reasonable instruction by duty teacher.
- Leaving school grounds without permission.
- Spitting at or on others.
- Stealing.
- Wilful damage to property
- Racial comments
- Inappropriate use of hand held electronic devices
- Bullying (verbal, emotional or physical)

Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault. This list is indicative only and not all-inclusive.

When a principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) is paramount. The incident should be reported to the police at the earliest opportunity.

When it is judged that a student has engaged in wrongful behaviour of a serious nature within the school community, a Behaviour Management Support Group will be established to:

- consider the behaviour of the student and the implications for the student and the school community
- consider the personal and social needs of the student, and how they may best be responded to
- determine what behaviour management action within the school's stated processes is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
- ensure that decisions of the Behaviour Management Support Group are implemented
- access any relevant agencies to provide support.

The Behaviour Management Support Group aims for consensus. Where this is not achievable, the principal (or principal's nominee) makes the decision, in accordance with school policies and CEO directives. The decision of the Behaviour Management Support Group is recorded in writing and filed in the school records. Confidentiality should be honoured at all times.

A suggested membership is:

- the principal or his/her nominee as convenor and chairperson
- the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the student
- the parent(s) or guardian(s) of the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the parent(s)/guardian(s)
- the class teacher (primary) or the teacher nominated as having responsibility for the student (e.g. year level co-ordinator, secondary)
- a specialist person (as required) who may be of assistance, for example, the student counsellor, the parish priest or administrator

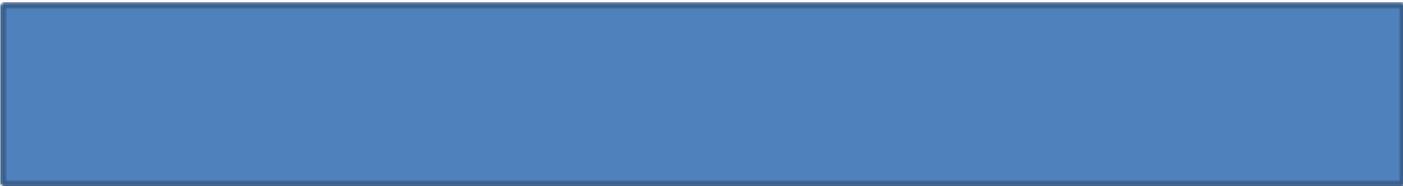
In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Behaviour Management Support Group. Responsibility for such a decision rests with the principal or the principal's nominee.

Suspension and Expulsion are serious events in a young person's life leading to disconnection from school and their school community.

Any decision to suspend a student is the end point of a complex process involving:

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- Teacher judgement
- Previous history with that student
- The immediate context of the behaviour
- The teachers' general tolerance level
- The resources available to the teacher for managing disruptive behaviour (Skiba et al 2003)



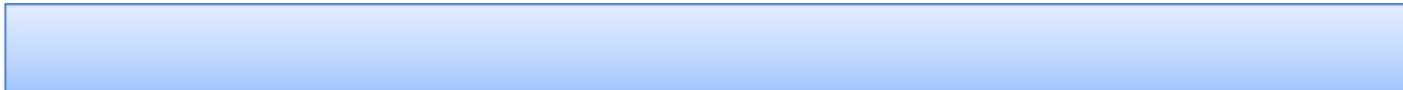

PERSONALISED LEARNING (BEHAVIOUR MANAGEMENT) PLAN (PLP)

Some individuals will require a personalised learning (behaviour management) plan. This is an agreement reached formally between the school, a student, and the students' parents/carers (supported by authoritative advice, if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student and the management of such behaviour. [\[Appendix 6\]](#)

The following will be included in such a plan:

- the positive, formative purpose of the plan
- duration of the plan
- expectations regarding the student's future behaviour
- means by which the student will be supported in achieving this behaviour
- means by which the student's behaviour will be monitored and managed
- circumstances which could require the plan to be amended or reviewed (eg medical or mental health advice)
- arrangements to apply following a satisfactory conclusion of the plan
- arrangements to apply if the students' behaviour is not in accord with the plan's stated expectations

It is recommended that the Personalised Learning (Behaviour Management) Plan be recorded in writing, signed by the parties involved, and dated.



STUDENT WRONGFUL BEHAVIOUR OF A SERIOUS NATURE

[Type text]

We understand student wrongful behaviour of a serious nature to be activity or behaviour of a student which:

- seriously undermines the ethos of the Catholic school; and/or
- consistently and deliberately fails to comply with any lawful order of a principal or teacher; and/or
- is offensive or dangerous to the physical or emotional health of any student or staff member; and/or
- consistently and deliberately interferes with the educational opportunities of other students.

Some wrongful behaviours of a serious nature are by definition criminal offences. These may include criminal damage of property, possession of a weapon, theft, assault, assault with weapons, use, possession or distribution of drugs, sexual assault, cyber bullying.

This list is indicative only and not all-inclusive.

When a principal determines that a serious offence of a criminal nature has occurred, the welfare needs of the offending student(s) is paramount. The incident should be reported to the police at the earliest opportunity.

BEHAVIOUR MANAGEMENT SUPPORT GROUP

When it is judged by the school that a student has engaged in wrongful behaviour of a serious nature within the school community, it is recommended that a Behaviour Management Support Group be set up to:

- consider the behaviour of the student and the implications for the student and the school community
- consider the personal and social needs of the student, and how they may best be responded to
- determine what behaviour management action within the schools' stated processes is most appropriate
- identify strategies to assist the student, following successful behaviour management, to re-establish his/her place satisfactorily in the school community
- ensure that decisions of the Behaviour Management Support Group are implemented
- access any relevant agencies to provide support.

The Behaviour Management Support Group aims for consensus. Where this is not achievable, the principal (or principals' nominee) makes the decision, in accordance with school policies and directives. The decision of the Behaviour Management Support Group is recorded in writing and filed in the school records. Confidentiality should be honoured at all times.

Membership will include:

- the principal or his/her nominee as convenor and chairperson
- the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the student

[Type text]

- the parent(s) or guardian(s) of the student, who may be accompanied by a support person (not acting for fee or reward) nominated by the parent(s)/guardian(s)
- the class teacher (primary) or the teacher nominated as having responsibility for the student (e.g. year level co-ordinator, secondary)
- a specialist person (as required) who may be of assistance, for example, the student counsellor the parish priest or administrator (primary school – optional)

In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Behaviour Management Support Group. Responsibility for such a decision rests with the principal or the principals' nominee.

Suspension and Expulsion are serious events in a young person's life leading to disconnection from school and their school community.

Any decision to suspend a student is the end point of a complex process involving:

- Teacher judgement
- Previous history with that student
- The immediate context of the behaviour
- The teachers' general tolerance level
- The resources available to the teacher for managing disruptive behaviour (Skiba et al 2003)

SUSPENSION

Students should only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action given the students' behaviour. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the students' parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

At any time during a suspension, parents/ carers can request that a student support group meeting be convened.

The principal is responsible for student suspensions. The principal has two options available; in-school or out-of school suspensions. In determining which option is the most appropriate, the principal should consider the educational, social and emotional impacts on the student and school community.

One option to be explored is in-school suspension which can have a number of positive outcomes, both for the school and the student:

- Suspended student and the rest of the class can be continued, uninterrupted
- The need for increased, individualised academic assistance can be easily identified and be provided where required

- Time can be allocated for individual support for the suspended student and their parents/carers (if appropriate)
- Allow the school another element in the staged response, allowing out-of school suspensions to be used for the most extreme behavioural issues.

GROUNDS FOR SUSPENSION

The principal will suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- Behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person; or
- Commits an act of significant violence against a person or causes significant damage to or destruction of property or is knowingly involved in the theft of property; or
- Possesses, uses, or deliberately assists another person to use prohibited drugs or substances; or
- Fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or
- Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

PROCEDURES FOR SUSPENSION

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:

- The behaviour for which the student is being suspended
- The educational needs of the student
- Any disability or additional learning needs of the student
- The age of the student
- The residential and social circumstances of the student.

[Appendix 7: Suspension Process Flowchart]

The Principal will:

a) *Convene a meeting of the student support group to:*

- Explain to the student and their parents/carers the reasons for the suspension, the school days on which the suspension shall occur and where the suspension will occur (for example, in-school suspension)
- Provide contact details for additional support services to the student and their parents/carers, as appropriate

[Type text]

iii. If the suspension is for five days, provide details of the post suspension student support group meeting

b) Ensure that:

i. A comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the educational, social and emotional needs of the student

If despite these strategies, the students' inappropriate behaviour persists ...

c) Provide the student, their parents/ carers and the Canonical Administrator with a Notice of Suspension (Appendix 6) prior to the day on which the suspension commences which must include:

i. The summary of outcomes of previous actions that have been undertaken by the school to support the student (the staged response)

ii. The reasons for the suspension

iii. The school days on which the suspension shall occur

iv. The details of the post-suspension student support group meeting, if the suspension is for five days

IN-SCHOOL SUSPENSION

Withdrawal from class and/or other school activities, if judged necessary as a behaviour management process, is best done in-school rather than out-of-school, as this maintains a student's connectedness and engagement with the school. It is recommended that school processes for the withdrawal of the student from some aspect(s) of the school program are structured positively to assist in the students' return to acceptable behaviours. An example is the provision of time, in an appropriate and supervised setting, for the student to reflect upon their behaviours and attitudes, the impact of these on themselves and others, reasons for preferring acceptable behaviours, and ways to find encouragement and assistance to achieve this goal. An allocated task in keeping with such a purpose is recommended. Refer to Restorative Reflection. [\[Appendix 2\]](#)

Some effective strategies for in-school suspension include:

- pairing the student up with an experienced teacher or appropriate staff member for the day, accompanying that teacher to classes
- Utilising staff-supervised peer support or mentoring programs
- Participating in a work-based in-school suspension (eg. working outdoors, gardening, preparation of educational materials). However focus should not be on punitive measures such as picking up rubbish, but on work-based activities that have an educational value.
- Providing a dedicated room or area where students can complete their in school suspension under appropriate supervision
- Using the period of suspension to have the student participate in a behaviour management, conflict resolution or respectful relationships program or activities (as appropriate to the behaviour for which they were suspended)
- Utilising a restorative practice approach and ensuring that the focus of an in-school suspension is that student making amends for their behaviour (eg. fixing something they have broken or doing something for any person they may have hurt or upset as a result of their behaviour).

OUT-OF-SCHOOL SUSPENSION

If out-of-school suspension is judged appropriate by the school, it will be for the shortest time necessary.

It is also recommended that the parent(s)/guardian(s) be offered the opportunity to participate in a meeting to consider these and other related matters, including:

- the legal and pastoral responsibilities of the parent(s)/guardian(s) during the time of suspension
- the process of settling back into the school environment, and how this is to be facilitated
- arrangements for monitoring the students' progress following his/her return to school.

A student shall not be suspended for a total of more than nine school days in any one school year. (CEOB)

PROCEDURES FOR IMMEDIATE SUSPENSION

The principal will suspend a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for a suspension ordinarily, and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk. In such cases, the Principal will provide supervision of the student until they can be collected from school by a parent/ carer. If the parent/carer is unable to collect their child, the student must stay on school premises and be adequately supervised by a member of staff until the end of the school day.

The principal must:

- i. Give immediate verbal notification to the student and their parents/carers
- ii. Schedule a student support group meeting (this meeting must be held within 48 hours of the student being suspended)
- iii. Provide the student and their parents/carers with a Notice of Suspension Form [\[Appendix 8\]](#) and a copy of the information brochure Procedures for Suspension which outlines rights and responsibilities in terms of school exclusions at the student support group meeting
- iv. Schedule a post-suspension student support group meeting if the suspension is for five days.

PERIOD OF SUSPENSION

The maximum continuous period a student can be suspended at any one time is five school days. A student cannot be suspended for more than 9 school days in any one school year without approval from the Diocesan Director.

Any suspension must end at the end of the school term in which it was imposed and not continue into the following term. If a student is to be suspended for a period which is longer than the days left in a term the student may be suspended from attending school for the remainder of the term but must return to school on the first day of the following term.

The school principal will seek secondary consultation and/or direct intervention support from their diocesan office to address the behavioural concerns for a student who has been suspended for five days in a school year. If a student reaches 9 days suspension, an expulsion is not the automatic consequence.

POST-SUSPENSION STUDENT SUPPORT GROUP MEETINGS

[Type text]

If the suspension is for five days, the principal will convene a post suspension student support group meeting on the day of the students' return to school. The post-suspension student support group meeting should develop and consider:

- a) A Personalised Learning (Behaviour Management) Plan [\[Appendix 6\]](#)
- b) The strategies to be developed within and outside of the school to meet the educational, social and emotional needs of the student
- c) The responsibilities of the student, their parents/carers, the school and any other professional participating in the meeting to support these strategies.

EXPULSION

Expulsion will not occur except in the most serious of circumstances, and when the following conditions all apply:

- the student has engaged in wrongful behaviour of a serious nature (see definition below), and
- the schools' other processes for addressing such behaviours have been applied and not been successful, and
- the welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, make it necessary that the student no longer be present in that school community
- Only the principal has the authority to expel a student. The principal will:
 - explain clearly to the student and the students' parent(s)/guardian(s) the reason(s) for the intended expulsion, and provide them with an opportunity to speak on behalf of the student
 - provide to the parish priest / canonical administrator, formal written notification of the intended expulsion and the reasons for it and seek endorsement. In addition, provide to the Director of Catholic Education formal written notification of the intended expulsion, and the reasons for it, and request that the Director endorse the principal's decision

Should the decision to expel the student be confirmed, the principal will ensure that the expulsion is formally recorded in the school's files, and provide to the parent(s)/guardian(s) of the expelled student a formal Notice of Expulsion. When possible, this notice is to be issued before or on the day the expulsion is to commence, and if that is not possible as soon as possible.

This notice needs to include:

- The reason(s) for the expulsion
- The commencement date of the expulsion
- Details of the Review and/or Appeal processes available* (Review/Appeal)

Natural justice must apply, and consequently there will be a formally authorised process by which parent(s)/guardian(s) of an expelled student, and in some circumstances the expelled student himself/herself, may have the expulsion decision reviewed and/or appealed.

AUTHORITY FOR EXPULSION

[Type text]

Every Victorian student must be guaranteed a place in a school, registered training organisation or other alternative education setting. Schools should work in partnership at a sub-regional level to ensure that expelled students are guaranteed an educational placement at another school or registered training organisation or alternative education setting in their network. Diocesan and Regional offices can provide support to ensure that all schools in a network/region can work in partnership to provide a place for any student who requires one.

GROUNDS FOR EXPULSION

A principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

- a) The student does anything for which they could be suspended.
- b) The students' behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the schools' educational programs, an expulsion is the only available mechanism.

In determining whether to expel a student the principal will determine that expulsion of the student is appropriate to:

- a) The behaviour for which the student is being expelled
- b) The educational needs of the student
- c) Any disability or additional learning needs of the student
- d) The age of the student
- e) The residential and social circumstances of the student.

PROCEDURES PRIOR TO EXPULSION

Prior to an expulsion, the principal will ensure that:

- a) A comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the school
- b) Despite these strategies, the students' inappropriate behaviour persists.

The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard. This should be undertaken through the student support group process. The principal may implement an immediate suspension pending expulsion, prior to a student support group meeting being convened; only when the principal considers that the severity of the situation and the possibility of immediate physical threat to another person warrant such action.

PROCEDURES FOR EXPULSION

If a principal considers that expulsion is justified, they will notify the diocesan director that a student support group meeting is being convened to discuss the expulsion.

When a Diocesan Director has been informed that a principal is convening such a meeting, they must nominate a member of their staff to:

[Type text]

- i. Attend the meeting
- ii. Ensure that the appropriate educational options are considered for the student
- iii. Assist in implementing the course of action agreed to at the meeting.

Diocesan staff will be contacted to provide a variety of supports to ensure that individual student needs are met. These supports may include student support services officers, diocesan and regional consultants. The role of the regional staff member in the student support group meeting is to enable the school to provide relevant support to the student and their parents/carers, and to facilitate referrals to and partnerships with external support organisations when more targeted interventions are required.

The principal will convene a student support group meeting to:

- i. Provide the student and their parents/carers with a Notice of Expulsion [Appendix 10] before the day on which the expulsion commences. The Notice of Expulsion must state the reason/s for the expulsion and state the date of the commencement of the expulsion
- ii. Ensure that the student and their parents/carers have the opportunity to be heard
- iii. Identify the future educational options most suited to the students' needs.

Every reasonable step must be taken to ensure that all relevant professional staff who have been working with the student can attend the meeting with the permission of the parents/carers and the student. If the student is in out-of-home care, the principal will ensure that the students' DHS case manager attends any student support group meeting, as well as any adult with whom the student normally or regularly resides.

For additional information, see

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/default.htm>

The Canonical Administrator will be provided with a copy of the Notice of Expulsion (Appendix 8) and relevant attachments.

Following the student support group, if the principal determines that enrolment at another school is the most appropriate option for that student, all members of the student support group must work to facilitate that enrolment.

It is the responsibility of the principal, with support from the Diocesan Director (or nominee) to ensure that the student is enrolled at another if the student is of compulsory school age.

PROCEDURES FOLLOWING EXPULSION

A principal who has expelled a student will, within 24 hours of the commencement of the expulsion, forward a copy of the Notice of Expulsion Proforma [Appendix 10] to the Diocesan Director, with an Expulsion Report Proforma [Appendix 11] which must contain:

- a) A short statement of the history of the students' time at the school, the grounds for the expulsion, any considerations in support of the expulsion including a comprehensive range of strategies employed to date and any representations made by the student or their parents/carers
- b) A summary of the options considered by all the student support group meetings and why expulsion is considered necessary
- c) Details of the arrangements that have been made for the continuing education of the student

d) Recommendations on whether any further action either at the school, local, community, regional or system level is required, including strategies at the school level to prevent the repeat of similar circumstances.

The Diocesan Director (or nominee) will work with the school to ensure the student is supported and the outcomes of the Expulsion Report are achieved.

TRANSITION ARRANGEMENTS

If a school expels a student, the principal will schedule a meeting with the destination school or registered training organisation of the expelled student. The principal of the enrolling school may be called on by the Diocesan Director at any time over a period of 12 months to provide a formal report of the status of the students' transition.

It is the responsibility of the principal of the expelling school to ensure that information relevant to the needs of the student is passed to the enrolling school in accordance with the Information Privacy Act 2000.

PROCESS FOR REVIEW/APPEAL OF AN EXPULSION DECISION

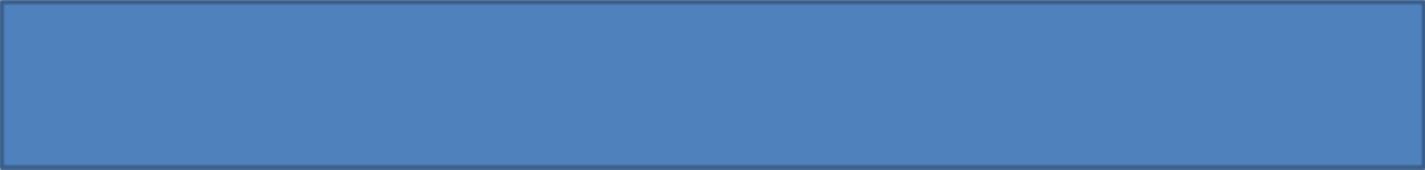
Parent(s)/guardian(s) of a student expelled from a Catholic school may, within five school days (in exceptional circumstances, ten school days) of receipt of the notice of expulsion, formally request of the canonical authority of the school that the decision be reviewed. [\[Appendix 12\]](#)

The request must be in writing unless that is not possible, and must state the grounds on which the Review is being sought, whether the student and parent(s)/guardian(s) wish to be heard in person, and if they wish to be accompanied at the Review by another person – such a person to be named, and not acting for fee or reward. Valid grounds for requesting a Review/Appeal are that:

- proper procedures were not followed by the school in matters related to the expulsion decision and/or that
- the full details of the case were not considered at the time (additional details to be provided) and/or that
- the decision was too severe and/or that
- the decision was unjust.

Having considered the recommendation, the canonical authority of the school will make a decision to either uphold the appeal or to reaffirm the expulsion and will formally notify this decision to the person(s) who requested the review and to the Director of Catholic Education Ballarat as stated in the current policy.

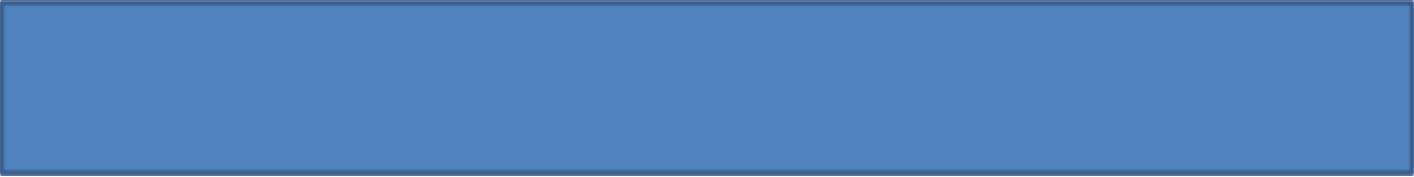
This decision will be final, and is not subject to further Review or Appeal within the Catholic Education system.



Refer to Drugs and Schools Legal Issues PDF by visiting
<http://www.education.vic.gov.au/studentlearning>
and follow the links to programs, drug education then policy for principals and schools

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/default.htm>

Information Privacy Act, 2000. www.privacy.gov.au/law/act



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APPENDIX 1: Staged Response Checklist

Stage 1: Prevention and early intervention – Creating a positive school culture	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	
Establish relevant school-wide prevention programs.	
Establish consistent school-wide processes to identify students at risk of disengagement from learning.	
Establish consistent school-wide processes and programs for early intervention.	

Stage 2: Intervention: a targeted response for individual students	
Suggested strategies	School actions

[Type text]

Establish an understanding of the life circumstances of the child/young person and how they feel..	
Establish data collection strategies.	
Develop the plan for improvement based on data and review regularly.	
Explicitly teach and/or build replacement behaviours.	
Determine strategies for the monitoring and measurement of student progress	
Establish inclusive and consistent classroom strategies	
Establish out-of-class support strategies	
Establish a student support group	

APPENDIX 2: Restorative Practices Behaviour Reflection

Describe what happened:
What were you thinking at the time?
What have you been thinking since?
Did you make a good choice or not?

[Type text]

What other choices could you have made? (Try to think of three other choices)
Who has been affected by your behaviour?
How have they been affected?
What do you need to do to fix things?

APPENDIX 3: Discipline Book Entry

Date:

Dear

Today at school your child _____ displayed behaviour that is not in keeping with Our Lady Help of Christians Student Behaviour Policy. We bring it to your attention in the hope that you will discuss this type of behaviour at home with your child. Three entries will warrant a detention after school and you will be required to attend an interview with the Principal regarding your child's behaviour.

Brief description of behaviour:

[Type text]

This was _____ entry.
Child's name number

Signed: _____ (Teacher)

Signed: _____ (Principal)

The Principal,
Our Lady Help of Christians School
EAST WARRNAMBOOL, VIC. 3280.

We have received the letter regarding _____ entry into the discipline book.

Signature: _____ Date: _____

APPENDIX 4: Exit Sheet – Student Response

STUDENT EXIT SHEET APPENDIX 3



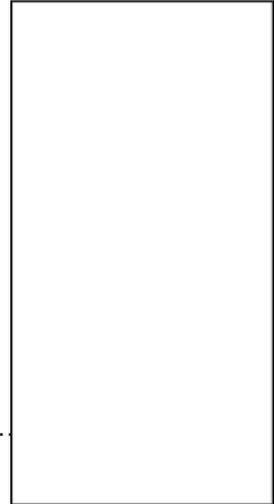
What rights did it affect?

[Type text]

What did you do?

What is your explanation for your actions?

What do you think you need to do to fix things up?



Child's Name:..... Grade:.....

Date: Time:.....

Teacher's Signature:.....

Parent's Signature:..... [denotes receipt of sheet]

APPENDIX 5: Exit Sheet –Parent Notification

Dear

_____ was sent out of class with an 'Exit Sheet' today for

_____.

The purpose of this letter is to inform you of this action and seek your support by discussing the sheet with your child.

Thank you.

.....
PRINCIPAL.

[Type text]

The Principal,
 Our Lady Help of Christians School
EAST WARRNAMBOOL, VIC. 3280.

Dear

We have received the note regarding _____ Exit Sheet.

_____ (Signature)

_____ (Date)

APPENDIX 6: Personalised Learning (Behaviour Management) Plan (PLP)

Student name:	Date of birth:
Year level:	Date:
<p>Review of progress should be based on collection and analysis of data</p> <p>formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s feedback from the student feedback from the parents/carers</p> <p><i>All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalize the teaching and learning support improvement in identified areas and should be monitored and revised regularly.</i></p>	
<p>Learning improvement goals -</p> <p>Priority areas for improvement. Consider: engagement attendance behaviour</p>	<p>Learning outcomes</p> <p>List relevant learning outcomes linked to the learning improvement goals. Consider: engagement attendance behaviour</p>
<p>School and classroom strategies revised pedagogy</p> <p>Consider:</p> <ul style="list-style-type: none"> revised pedagogy classroom learning interventions small group/individual support behaviour expectations 	<p>Parents/carers – expectations/support</p> <p>Identify in partnership: expectations of parents/carers level of support that can be provided by parents/carers how the school can support parents/carers</p>

[Type text]

Processes for collection of data

Identify:

data collection methods

how progress will be measured

Timeline for review and revision of plan

Individual Learning Plans should be measured and modified regularly.

Student's comments:

Classroom teacher's comments:

Parent's carer's comments:

APPENDIX 7: Suspension Process Flow Chart

In determining to suspend a student the principal must ensure that suspension is appropriate to the student's:

- Behaviour for which the student is being suspended
- Educational needs
- Disability or additional learning needs
- Age
- Residential and social circumstances

Suspension being considered

- Student support group convened to inform the student and their parents/carers that a suspension is being considered
- Student support group should develop a range of strategies to support the student and parents/carers to address the area of concern and avoid suspension where possible

SUSPENSION

Immediate suspension can only be used where there are grounds for suspension normally **and** where the health, safety and wellbeing of themselves, staff or other students are at significant risk.

Suspension following student support group meeting.

Schedule a post-suspension student support group if the suspension is for 5 days.

APPENDIX 8: Notice of Suspension Form

School name:	
School number:	School phone number:
Contact person name and number:	

Student contact information	
Name:	Year Level:
Address:	
Date of birth:	Phone:
Email:	

[Type text]

Parent/carer's details	
Name	Relationship to student
Address	
	Phone
Email	

Suspension details			
Current suspension			
Previous suspension/s (if any) in this school year	From	to	(inclusive)
Previous suspension/s (if any) in previous school years	From	to	(inclusive)
<p>Secondary consultation and/or direct intervention support must be sought from the diocesan office to address the behavioural for a student who has been suspended for five days in a school year.</p>			
<p>Reason for suspension Under Ministerial Order 184, this student was suspended for (please circle):</p>			

- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in theft
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educational

[Type text]

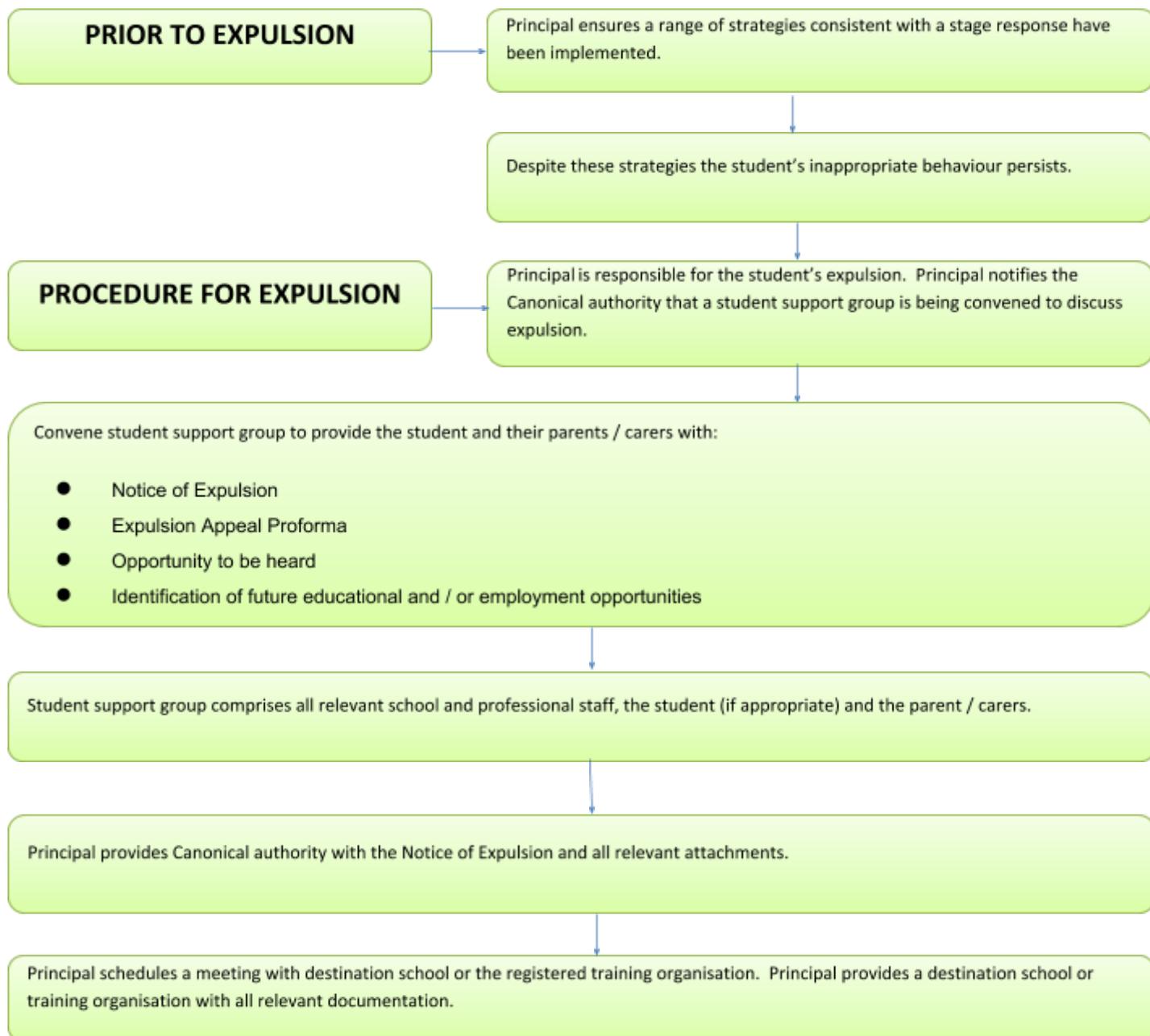
- opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

Explanation of the circumstances leading to suspension
Outcomes of the student support groups
Date/s of student support groups
Attendees
Strategies discussed
Supports (school based or internal) provided to the student
Date of post-suspension student support group (only required if suspension is for five school days)
Additional information (if required)

Checklist: Each of these boxes must be ticked and the Notice of Suspension endorsed by the principal before the student can be suspended. Refer to Element 3 of the CEOB Whole School Behaviour Guidelines: for more information.	
All other relevant information is attached	Yes / no
A copy of the Notice of Suspension has been provided to the student, their parents/carers and the Canonical Administrator.	Yes / no

APPENDIX 9: Expulsion Process flow Chart

NB. Where the Principal considers that due to the severity of the situation and the possibility of immediate threat to another person, that an immediate action is required, the principal may implement an immediate suspension prior to a student support group being convened.



APPENDIX 10: Notice of Expulsion Proforma

School information	
School name	
School number	School phone number
Contact person name and number	

[Type text]

Student contact information	
Name	Year Level
Address	Phone number
Email	

Parent / Carer details	
Name	Relationship to student
Address	Phone number
Email	

Expulsion details
Commencement of date of expulsion
<p>Reason for expulsion Under Ministerial Order 184, this student was expelled for:</p> <ul style="list-style-type: none"> • threatening or endangering the health, safety or wellbeing of others • committing an act of significant violence against a person or property or being knowingly involved in the theft of property • possessing, using or assisting another person to use prohibited drugs or substances • failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member • consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of other student/s • consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person
Explanation of the circumstances leading to expulsion

Outcomes of the student support groups
Date/s of student support groups for this year (attach minutes of all previous meetings)
Date of final student support group
Attendees
Transition arrangements, including details of receiving school, registered training organisation or employer

[Type text]

Details of any transition supports provided
Additional information

<p>All relevant information is attached</p> <p>A copy of the Notice of Expulsion has been provided to the student, their parents / carers and the Canonical Administrator</p> <p>Principal's name:</p> <p>Signature:</p> <p>Date:</p>
--

APPENDIX 11: Expulsion Report Proforma

This expulsion report must be completed by the principal and forwarded, with a copy of the Notice of Expulsion to the diocesan director within 24 hours of the commencement of the expulsion.

School information
School name [Type text]

School number
Student details
Name
Year Level
Date of Birth
Expulsion details
Please provide a brief history of the student's time at school
What, if any, representations have been made by the parents / carers?
Summary of prior or intervention strategies implemented
Further considerations in support of expulsion
Further action
Outline transition arrangements and any further action required
Other considerations (if appropriate)

APPENDIX 12: Expulsion Appeal Proforma

This expulsion appeal proforma should be filled out by students or parents / carers wishing to appeal an expulsion from school. A copy of this expulsion appeal must be provided to the Canonical Authority of the school within 10 days of the expulsion via email, fax or email. It is advisable that you contact the Canonical Authority to confirm they received the expulsion appeal and a copy is to document must be retained in the schools records.

[Type text]

If you need assistance in filling out this expulsion appeal you can seek help from a friend or family member. For additional support you may wish to contact Parents Victoria on 9380 2158 or 1800 032 023 (rural callers only) or visit their website at www.parentsvictoria.asn.au

School information

Primary school name (must be completed even if student is at secondary school)

Secondary school name

Current school principal name

Student details

Name:

Year level:

Expulsion details

Start date of expulsion

Background information

Please provide a brief history of the student's time at school

Has more than one student support group been held for the student? Yes / No (please circle)

Have you participated in more than one student support group in the past year? Yes / No (please circle one)

What was the outcome of the final student support group? (e.g. arrangements for student to be enrolled in another school, student will begin full time employment)

[Type text]

Has the school provided you with a written notice of expulsion? Yes / No (please circle one)

Signature of parent / carer / student (if appropriate)

Being responsible for all teachers we work with involves:

#following the instructions and doing your work
told

#doing what you are told when you are

#being understanding and helpful

#don't show off or call out

#following the classroom rules

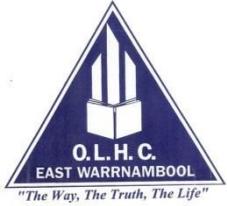
#speak politely to everyone

[Type text]

Term 2	day	Incident	signature
Wk 7	Monday		
	Tuesday		
	Wednesday		
	Thursday		
	Friday		

Parent signature

[Type text]



9/06/09

Dear _____,

We have initiated this tracking sheet to provide data for you and for ourselves on the number and type of behavior instances that have caused _____ to be spoken to in the classroom or exited from the classroom.

Often we would use the diary for this but unfortunately the diaries do not always come back to school from home or vice versa.

Hopefully this sheet will achieve a few purposes;

- give consistent data on the number and type of instances
- provide feedback to teacher to look for patterns in behaviour
- provide feedback to student to look for patterns in their behavior
- provide feedback to parent to look for patterns in behavior
- increase communication between school and home

We would appreciate your cooperation in signing the sheet at the end of the week and returning this to school.

Yours sincerely,

[Type text]

