

Campbelltown Public School

Student Welfare Policy



Effective Learning & Teaching

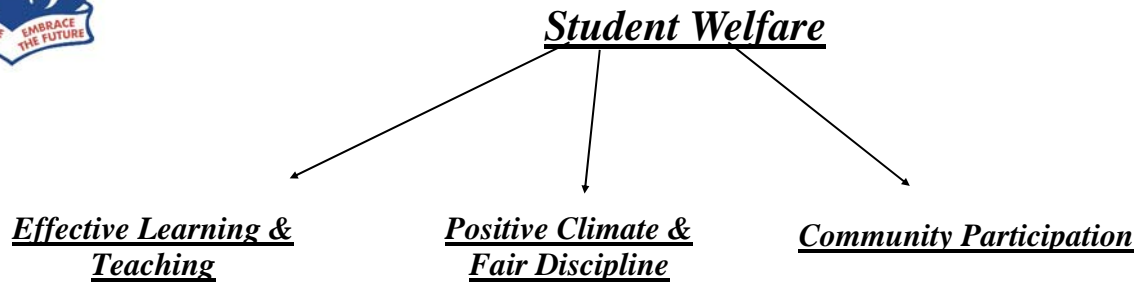
Positive Climate & Fair Discipline

Community Participation

Campbelltown Public School will maintain our culture of care, respect and community. We will have successful learners, confident and creative individuals, who are active and informed citizens. We will be an outstanding school held in high regard by the community.



CAMPBELLTOWN PUBLIC SCHOOL



Aims

The Campbelltown P.S. community aim to ensure

- the emotional, physical, moral and social needs of all students are met
- effective learning & teaching
- positive climate & fair discipline
- effective and active community participation

Guiding Principals

At Campbelltown P.S.

- student welfare is the responsibility of all staff
- effective learning is the product of quality teaching and focused and engaged students working within a positive learning environment that is based on respect for all involved in the learning process
- student welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well being. It involves recognising, valuing and developing each student as a total and unique person in the context of society
- the Student Welfare Program is the sum total of all policies, structure and activities which are planned and implemented by the school to promote student welfare. It includes the following measures: general, personal development, preventative, remedial and pastoral care
- Campbelltown P.S. provides effective learning & teaching within a secure, well managed environment, in partnership with parents and the wider community
- all disciplinary matters will be treated within the bounds of procedural fairness

Effective Learning & Teaching

Aims

At Campbelltown P.S. we enhance effective learning and teaching by

- encouraging students to take responsibility for their own learning and behaviour
- identifying and catering for the individual learning needs of students
- establishing well managed learning environments
- ensuring that learning experiences build on prior knowledge and experiences and are socially and culturally relevant
- providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress
- identifying key social skills and developing plans for all students to acquire them, or make progress towards them over time
- ensuring gender and equity issues are recognised and addressed across the curriculum

Outcomes

- students will be active and respectful participants in the learning process
- students will feel valued as learners
- students will pursue a program of learning relevant to their needs and aspirations
- students will develop competencies which enhance the quality of their relationships with others
- students will participate in decisions about their own learning
- the learning experiences of students will affirm their individuality and be positive and satisfying
- students will develop an understanding of themselves as well as skills for positive, socially responsible behaviour



CAMPBELLTOWN PUBLIC SCHOOL

Positive Climate & Fair Discipline

Aims

At Campbelltown P.S. we ensure fair discipline within a positive school climate by

- encompassing the principles of equity and fairness in school practice
- providing opportunities for students to demonstrate success in a wide range of activities
- developing and implementing policies and procedures to protect the rights, safety and health of all school community members
- establishing clear school rules which are known and understood by all school community members
- consistently implementing the school discipline code which provides clear guidelines for behaviour for staff, students and parents
- monitoring attendance and ensuring that students attend school regularly
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution
- valuing difference and discouraging narrow and limiting stereotypes
- incorporating students' views into planning related to school climate and organisation
- establishing networks to support students and making sure that students and parents know about and have ready access to this support
- recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority
- providing resources and opportunities for students to gain leadership using a range of mechanisms, including student representatives council

Results for students

- students and staff will be safe in the school environment
- students will know what is expected of them and others in the school community
- students will be able to learn with minimal interruption and disruption
- students will be provided with appropriate support programs

Community Participation

Aims

At Campbelltown P.S. we aim to promote community participation by

- building learning communities in which staff, students and parents work together for planned results
- encouraging parents and community members to participate actively in the education of their children and the life of the school
- acknowledging parents as partners in school education
- encouraging parents and students to have a sense of belonging to the school community
- assisting families to gain access to support services in the community
- fostering close links with the wider community
- inviting parents to share their skills and experiences
- supporting parents and students in making decisions about learning programs
- recognising students' families, cultures, languages and life experiences

Results for students

- there will be strong link between students, staff, parents and other members of the school community
- parents and community members will participate in the education of young people and share the responsibility of shaping appropriate student behaviour
- students, parents and teachers will know that learning and teaching programs in the school are relevant and beneficial
- staff will facilitate parent and community involvement in a range of school activities
- students will be supported by parent and community participation in school activities
- students and parents will value the school as an integral part of the school community
- students, parents and teachers will be partners in the teaching learning processes at the school



Rights & Responsibilities Of Staff, Students & Parents

December, 2016



EXPECTATIONS & RESPONSIBILITIES OF CHILDREN

RIGHTS OF CHILDREN

I have the responsibility to....

- be in the right place at the right time
- make others safe and happy
- help others to learn
- respect other people
- respect and care for other people's property
- make sure I help to keep our school tidy and clean
- follow instructions from staff & others in position of authority

I have the right to....

- feel safe and happy
- learn in an environment that is free from disruption by others
- be treated with respect
- know that my property is safe
- learn in a clean and tidy school

EXPECTATIONS & RESPONSIBILITIES OF PARENTS

RIGHTS OF PARENTS

I have the responsibility to....

- regularly keep in contact with the teachers & the school in general
- support the education of my children, to make every effort to be kept informed and respond if there is a need
- be informed about the activities of the school through website, newsletters etc.
- ensure the time taken to be informed does not take teachers away from teaching duties and class responsibilities
- respect the staff of the school and value their professional opinions
- support the school decisions made and to process and promote them actively to my children and the community
- talk positively about my children's school to my children and the community in general
- act as a partner with the school to help my children to learn to their potential
- make every effort to understand the programs being offered to my children
- help keep the environment clean
- ensure my children are well dressed and well prepared for school
- ensure my children attend school regularly and are punctual

I have the right to....

- have the school communicate information about my child and the school in general
- be kept informed of my child's progress
- be treated with respect and have my opinions valued
- be part of the decision making of the school
- assist with formulating school policies and rules
- receive positive feedback about the education of my child and the school in general
- have my child learn to their potential
- expect that my child work in a clean, orderly and tidy environment
- know that my children are going to a school where pride in the school, including work and the way they are dressed is promoted

EXPECTATIONS & RESPONSIBILITIES OF STAFF

RIGHTS OF STAFF

I have the responsibility to....

- make every effort to value others in the school community
- ensure a professional approach to my work
- provide a quality education program
- treat all in the school whether parents, teachers or children with care, courtesy and be respectful to all stakeholders
- offer support to colleagues
- promote a safe supportive environment for others
- Work collaboratively with parents and students to build strong partnerships
- allocate appropriate time to plan
- ensure success of all children
- take responsibility for my professional development
- respect the property of others
- promote a clean tidy orderly environment and take responsibility for common areas e.g. wet areas, bag areas, staffroom
- actively involve myself in the planning and implementation of the school plan
- use school resources wisely

I have the right to....

- feel valued as a person and as a professional
- teach without disruption
- be shown courtesy and consideration by all in the school community
- work in a safe and supportive environment
- have the support of the parents of the students I teach
- have the opportunity to carry out and evaluate a program that caters for all students in my class
- have the opportunity to engage in professional learning
- have my property respected
- work in a clean, tidy and orderly environment



CAMPBELLTOWN PUBLIC SCHOOL

STRATEGIES to promote good discipline and effective learning	PRACTICES to recognise and reinforce student achievement	STRATEGIES for dealing with unacceptable behaviour
<ul style="list-style-type: none"> • Teachers thoroughly prepared for lessons • Quality teaching and learning • Clear & consistent expectations • Clear and consistent behaviour management techniques • Communication of expectations to students • Developing effective communication skills • Relating with empathy to students • PSSA gala days • Learning and support programs • Clear and precise procedures • Recognition and reward programs • Leadership opportunities • Assemblies • Variety of learning resources—technology • Up skilling of staff • Individual educational programs • Funding support • Individual rewards programs • Social and emotional learning programs 	<ul style="list-style-type: none"> • Award level System • Behaviour specific praise • Ownerships of all students by all staff • In class merit programs • Display of student work • Display of award winners in the newsletter and on display • Public performances • Media coverage • Elected student representatives • Representation of the school at events • PBL program • Catch cards leading to Safe, Respectful Learners Day • Assemblies 	<ul style="list-style-type: none"> • Redirection to other tasks • Small, Medium and Big Trouble • Mediation • Goal setting • Time out • Meeting & contacting parents • Implementation of positive reward program at class level • Loss of privileges • Removal from class • Removal from playground • Student / teacher conferences • Verbal warning • Blue slip—written warning • PBL team welfare interventions • Reflection • Behaviour management plans • Risk assessment plans • Restitution • Negotiation • Counselor intervention • Suspension • Expulsion



CAMPBELLTOWN PUBLIC SCHOOL

RECOGNITION OF ACHIEVEMENT PROCEDURES

Recognition of achievement of students success can be acknowledged using a variety of strategies.

At Campbelltown P.S. we have adopted a K-6 reward scheme that will be used in all classrooms but it is also recognised that individual teachers may wish to employ other programs depending on the needs their students and their class.

K-6 REWARD SCHEME

STAGE	AWARD/CRITERIA	PROCEDURE
Merits	Students are co-operative and obey school rules <ul style="list-style-type: none"> • 5 merits = 1 white ribbon • No other awards are equivalent to a merit including sports awards, ribbons, star of the week, attendance awards etc 	Students receive awards certificates which are cumulative. <ul style="list-style-type: none"> • Awards may be given out for excellent learning, co-operative behaviour, good sportsmanship, citizenship • Handed out in class and playground as a positive reward
White Ribbon	<ul style="list-style-type: none"> • 5 award certificates = 1 white ribbon 	<ul style="list-style-type: none"> • Students hand in awards to their class teacher. • Class teacher signs the awards and gives back to the student • Teacher completes the slip denoting the exact award gained and gives it to the office • Ribbons are handed out at the K-6 assembly
Principal's Certificate	<ul style="list-style-type: none"> • 5 white ribbons = 1 Principal's Certificate 	<ul style="list-style-type: none"> • Handed out at K-6 assembly
Achievement Badge	<ul style="list-style-type: none"> • 3 Principal's Certificates = 1 Achievement Badge 	<ul style="list-style-type: none"> • End of every term Achievement Badge Assembly • Student photo to be displayed in the newsletter
Principal's Medallion	<ul style="list-style-type: none"> • 3 Achievement Badges = 1 Principal's Medallion 	<ul style="list-style-type: none"> • Presentation Assembly, end of the year • Student to receive a medal engraved with the student name and date • Individual photo with a student profile is to be hung in the school foyer
Catch Cards	<ul style="list-style-type: none"> • Handed out in playground by teachers (yellow) and students (green) for following the rules and demonstrating resilience, persistence, organization, confidence and getting along 	<ul style="list-style-type: none"> • Student receives catch card and upon arriving back to class writes their name on it and places it in the class 'Catch Card' container • Each Friday at morning assembly class teachers report how many catch cards their class have received, pulling two names from their container. These students receive a 50 cent canteen voucher • The class from K-2 and 3-6 who has earned the most catch cards will receive a class reward • All catch cards get placed in the Safe, Respectful Learner box and when the box is full a Safe, Respectful Learners Day is held to celebrate all students success.
Star of the week	<ul style="list-style-type: none"> • Followed all of the Be Rules for the whole week • Do not count as a merit 	<ul style="list-style-type: none"> • Handed out every Tuesday at the morning assembly • Teachers nominate a child from their class • Displayed on Star Level board



Behaviour Matrix

CLASSROOM

Be Rules:		Small Trouble (VERBAL WARNING)	Medium Trouble (TIME-OUT)	Big Trouble (BLUE SLIP OR RED LEVEL)
Be Safe:	Rule Reminder	<ul style="list-style-type: none"> Swinging on chair Putting feet on the table Not keeping your hands and feet to yourself 	<ul style="list-style-type: none"> Not lining up appropriately Spraying deodorant Being inside the classroom without the teacher Going out of the class, or on messages, without permission Running inside Throwing things inside 	<ul style="list-style-type: none"> Physical violence Bringing inappropriate equipment/weapons to school Invading other people's privacy Play fighting Leaving the school without permission
Be A Learner:		<ul style="list-style-type: none"> Not completing work Not listening to the teacher Being out of your seat Being unorganised Writing notes in class Making noise with equipment Overreacting 	<ul style="list-style-type: none"> Being off task Using mobile phones Using electronic devices Copying someone else's work 	
Be Respectful & Cooperative:		<ul style="list-style-type: none"> Calling out Drawing on yourself Swearing-not at a person Disrupting the teaching and learning Being on messages without teacher consent Talking over the top of a teacher Not minding own business Drawing on whiteboard without permission Being an attention seeker 	<ul style="list-style-type: none"> Teasing Scribbling/scrunching/ripping work Gossiping Lying Disrespecting property Excluding students from games and activities Inappropriate jokes and comments Rolling eyes at a teacher Not being a good role model 	<ul style="list-style-type: none"> Swearing intentionally Stealing/destroying property Bullying Discrimination/racism Graffiti Back chatting to a teacher

*Sample only—different for K-2 and 3-6



CAMPBELLTOWN PUBLIC SCHOOL

RIGHTS & PRIVILEGES

Definition:

RIGHT: A right is an event or activity that is linked to the school curriculum and is scheduled to occur during a normal school day.

PRIVILEGE: A privilege is an activity that is additional to the curriculum and is scheduled to occur outside the normal school day i.e. 8:30am - 3:30pm plus any event where the student has been selected to represent the School (this may occur at CPS or any other venue)

RIGHTS	PRIVILEGES
Examples:	Examples:
<ul style="list-style-type: none"> • Swimming carnival • Athletics Carnival • Cross Country Carnival • Educational Excursions • Year 6 Graduation Assembly 	<ul style="list-style-type: none"> • Activities outside 8:30am—3:30pm • Gala Day attendance • Party Day • Fun activities given as a reward • Year 6 Farewell, evening dinner and Dance

REFLECTION & REMOVAL OF PRIVILEGES

If a student is on a reflection, including monitoring days, all privileges are withdrawn until the student has concluded monitoring.

N.B.

Any student who is on behaviour monitoring and requires a risk assessment to attend any activities, either rights or privileges, will be dealt with on an individual basis and a decision made in consultation with staff, parents, caregivers and the Principal.

DISCIPLINE SYSTEM : CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

EXPECTED STUDENT BEHAVIOURS

STUDENTS will:

- Always tell the truth
- Treat others with respect
- Work in class without distracting others
- Finish work
- Put all rubbish in the bin
- Use nice words
- Play safely
- Be in the right place at the right time
- Speak respectfully to the teacher
- Use manners at all times
- Use all equipment properly
- Say nice things to others
- Keep hands to themselves and avoid confrontations using violence
- Be respectful of other people's things without asking
- Be aware of seriousness in bullying others physically, verbally, emotionally or with the use of technology
- Treat all teachers with respect

UNACCEPTABLE BEHAVIOURS

STRATEGIES to be used before giving a student a blue slip. These apply to playground and classroom.

- Time out for a nominated period
- Catching up on missed work at lunch & recess time
- Removal from the playground (if this strategy is used ensure the student has been given time to eat and go to the toilet.)
- Removal of the privilege to use equipment
- Walking around the playground with the teacher
- Reward other students for good behaviour to get the message across
- Time out with stage supervisor
- Refer to the PBL team for discussion
- Time out with a buddy class
- Visual warnings
- Positive rewards to encourage change of behaviour
- Follow Small, Medium and Big Trouble procedures



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IMPLEMENTATION OF NEGATIVE STAGES

Teachers are responsible for the accurate record keeping for students experiencing difficulty with behavior on Sentral

STAGE	REASON	ACTIONS
Verbal Warning	<ul style="list-style-type: none"> Inappropriate behaviour in the class room and playground i.e. calling out, disrupting others learning, getting out of seat, refusal to comply to teacher request initially. See behaviour matrix. 	Teacher's Responsibility: <ul style="list-style-type: none"> Use of Classroom Behaviour Management Procedures flowchart Verbal warning for inappropriate behaviour Monitor behaviour Use a positive approach to eliminate inappropriate behaviour Use behaviour specific language to focus students attention e.g. I like the way you are sitting still on the floor
Small Trouble	<ul style="list-style-type: none"> Inappropriate behaviour in the classroom that is repeated 	Teacher's Responsibility <ul style="list-style-type: none"> Use of Classroom Behaviour Management Procedures flowchart Verbal warning for inappropriate behaviour Monitor behaviour Use a positive approach to eliminate inappropriate behaviour Use behaviour specific language to focus students attention e.g. I like the way you are sitting still on the floor Place name on small trouble if repeated Watch for correct behaviour in order to move name back to 'Superstar'
Medium Trouble	<ul style="list-style-type: none"> Positive measures put in place and student continues not to follow school rules. More serious breach of school rules. See behaviour matrix. 	Teacher's Responsibility <ul style="list-style-type: none"> Use of Classroom Behaviour Management Procedures flowchart Monitor behaviour Use a variety of positive approaches to eliminate inappropriate behaviour Use behaviour specific language to focus students attention e.g. I like the way you are sitting still on the floor Place name on medium trouble Student is placed on time out in a buddy classroom where they are to reflect on their behaviour (using reflection sheets or prompts from teacher) Watch for correct behaviour in order to move name back to 'Superstar'
WRITTEN WARNING (blue slip) Students have all rights and privileges	<ul style="list-style-type: none"> Continued misbehaviour after Small, Medium & Big trouble or if a more serious breach of the rules according to the behaviour matrix (Big Trouble) 	Teacher's Responsibility: TO BE COMPLETED ON THE DAY OF THE MISBEHAVIOUR (or immediately after) <ul style="list-style-type: none"> Record behaviour on Sentral Warn student of the consequences e.g. staying in at lunch, missing play, walking around with the class teacher during their duty. A blue slip is not a consequence, it is a record so it needs to be paired with a logical consequence. Before issuing another blue slip implement a BMP to eradicate the behaviour i.e. a process that will reward the absence of the targeted behaviour Discuss with stage supervisor and document When 2 blue slips have been issued, (within 2 weeks) the student will be placed on warning red level and a note will be sent home. Contact parents via telephone When 3 blue slips have been issued, (within 2 weeks) the student will be placed on RED LEVEL 1 and complete 3 days reflection Organise another teacher to observe and map student behaviour



CAMPBELLTOWN PUBLIC SCHOOL

<p>Red Level One</p> <p>Students at this level have privileges REMOVED</p>	<ul style="list-style-type: none"> Escalation of behaviours in the playground or the classroom Any act of violence towards another child, staff member, adult, provoked or unprovoked, aggressively using foul language towards teachers or other students. 	<p>Red Level 1: Reflection—3 lunches</p> <p>Consequences:</p> <ul style="list-style-type: none"> Loss of lunch play time <p>Teacher’s Responsibility:</p> <ul style="list-style-type: none"> Complete the Red Level letter and send to the team leader Complete the parent notification outlining why the student has been placed on reflection Monitor the return of parent acknowledgement slip Contact parents and caregivers Teach targeted social and emotional learning lessons through activities during class time Record reflection of students on a data base (SENTRAL) Revise BMP to eradicate the behaviour i.e. a process that will reward the absence of the targeted behaviour and make suitable changes. <p>Executive Responsibility:</p> <ul style="list-style-type: none"> Monitor behaviour of students at stage meetings Provide and support teachers in the implementation of behaviour plans <p>Reflection Duty Teacher’s Responsibilities:</p> <ul style="list-style-type: none"> Mark the reflection roll and help student reflect on their behaviour Teach targeted social and emotional learning lessons through activities during reflection (Lunch One—lesson, Lunch Two—structured play, practising skill) 																														
<p>MONITORING</p> <p>While On Red Level 1</p>	<ul style="list-style-type: none"> Regain privileges 	<p>Monitoring: Minimum of 1 week and a Maximum 2 weeks</p> <p>Teacher’s Responsibility:</p> <ul style="list-style-type: none"> Monitor behaviour through class time, giving appropriate encouragement and completing monitoring card with a tick to indicate to the student they are behaving appropriately . NB. While on monitoring, privileges are removed On completion of the monitoring card student is informed that they have privileges returned. IF monitoring time ends and student does not attain 10 points in the 2 weeks a formal meeting involving Team Leader, Teacher, Parent, (Counsellor– if appropriate) takes place. <table border="1" data-bbox="791 1440 1528 1682"> <tr> <td colspan="6">MONITORING CARD: Name:</td> </tr> <tr> <td></td> <td>MONDAY</td> <td>TUESDAY</td> <td>WEDNESDAY</td> <td>THURSDAY</td> <td>FRIDAY</td> </tr> <tr> <td>SESSION 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SESSION 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SESSION 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	MONITORING CARD: Name:							MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SESSION 1						SESSION 2						SESSION 3					
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<p>RED LEVEL 2</p>	<ul style="list-style-type: none"> Continued misbehavior Excessive violence Extremely unsafe behaviour 	<p>Red Level 2: Reflection—6 lunches Consequences:</p> <ul style="list-style-type: none"> Loss of lunch and recess Loss of privileges while on reflection or monitoring i.e. gala day, representation out of school, star reward activities. Movie days, pizza party etc. Communication Book Teacher’s Responsibility: Complete the Red Level 2 letter and send to the supervisor to be signed Complete the parent notification letter outlining why the student has been placed on reflection Record on SENTRAL Contact parents and arrange a meeting with supervisor and class teacher Consultation with supervisor <p>Revise BMP to manage the behaviour i.e. a process that will reward the absence of the targeted behaviour and make suitable changes. Make referral to the PBL Behaviour team</p> <p>Executive Responsibility:</p> <ul style="list-style-type: none"> Reflection duty at lunch and recess if necessary Monitor behaviour of students at stage meetings Provide and support teachers in the implementation of behaviour plans Liaise with parents regarding students behaviour Mark the reflection roll on SENTRAL <p>Reflection Duty Teacher’s Responsibilities:</p> <ul style="list-style-type: none"> Mark the reflection roll and help student reflect on their behaviour Teach targeted social and emotional learning lessons through activities during reflection (Lunch One—lesson, Lunch Two—structured play, practising skill)
<p>MONITORING</p> <p>While On Red Level 2</p>	<ul style="list-style-type: none"> Return of privileges 	<p>Monitoring: Via Communication Book- Min 1 Wk. (see Communication Books in office.)</p> <p>Teacher’s Responsibility:</p> <ul style="list-style-type: none"> Monitor behaviour through class time, giving appropriate encouragement and completing communication book, ensuring parent involvement. Student has an attainable goal to work towards. On completion of the monitoring the student is informed that they have their privileges returned. IF monitoring time ends and student does not attain 10 points in the 2 weeks a formal meeting involving stage supervisor, teacher, parent & principal (Counsellor– if appropriate) takes place.
<p>RED LEVEL 3 Pre-suspension</p>	<ul style="list-style-type: none"> Inappropriate behaviour has continued Excessive violence Extremely unsafe behaviour 	<p>Red Level 3—Pre-suspension</p> <ul style="list-style-type: none"> If behaviour continues with no improvement the student will be issued with a pre-suspension letter Student is removed from the playground for both recess and lunch and removal from the classroom will also be considered if the behaviour is predominately in the classroom Parent meeting with the class teacher, stage supervisor & principal At meeting: develop & revise BMP to eradicate the behaviour i.e. a process that will reward the absence of the targeted behaviour and make suitable changes <p>LINKING to home setting—GOALS SET</p>



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<p>MONITORING</p> <p>While On Red Level 3-Pre Suspension</p>	<ul style="list-style-type: none"> Return of privileges 	<p>Monitoring: Via <u>PRE SUSPENSION</u> Communication Book- Min 1 Wk.—Max 2 Wks.</p> <p>Teacher’s Responsibility:</p> <ul style="list-style-type: none"> Monitor behaviour through class time, giving appropriate encouragement and completing communication book, ensuring parent involvement. Student has goal to work towards. On completion of the monitoring the student is informed that they have privileges returned IF monitoring ends and student does not attain set goal the student progresses to Red Level 4—SUSPENSION
<p>RED LEVEL 4 Suspension</p>	<ul style="list-style-type: none"> Continued disobedience Aggressive behaviour Persistent misbehavior Physical Violence Use and possession of a prohibited weapon, firearm 	<p>Red Level 4—Suspension</p> <ul style="list-style-type: none"> Suspension will be in line with the Department of Education and Communities Policy

N.B.

- Any student may proceed to Red level 4 with out passing through the previous levels in the case of persistent disobedience that puts the student or others at risk of harm OR in cases of extreme violence.
- Students who have a risk assessment due to inappropriate behaviour, will be excluded from all privileges if stated in the risk assessment.

At any stage a meeting with parents, student, team leaders, school counselor may be organized if it is seen to be advantageous

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved for the student to be removed from the school for a period of time or completely. This decision will be guided by the Suspension and Expulsion of School Students Procedures From the Department of Education and Training, 2005

TEAM MEETING—STUDENT BEHAVIOUR MONITORING

At the beginning of each team meeting a period of time is to be devoted to information sharing of student behaviour and the maintenance of student records on Sentral, including the intervention of the PBL team and the implementation of BMPs, positive reward program to modify unacceptable behaviours. These records are essential when applying for learning support.