



## Student Wellbeing and Behaviour Guidelines

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The North Cottesloe Primary School Student Behaviour and Wellbeing Guidelines are designed to meet the needs and expectations of all students, staff and the community. We are committed to providing a safe, supportive and inclusive learning environment.

These guidelines cater for the needs of all students at North Cottesloe Primary School and meet the obligations and responsibilities as outlined by the Department of Education (DoE), WA which include:

- documenting a whole school plan to support positive student behaviour;
- implementing the documented whole school plan to support positive student behaviour; and
- providing individual student behaviour support where the need is identified.

They should be read in context with the Department's Student Behaviour in Public Schools Policy and Procedures.

North Cottesloe Primary School supports positive student behaviour in ways that:

- support the growth of self-regulation and reduce the need for adult intervention;
- build consistency in behaviour support, in and out of school, through liaison with parent(s) and community;
- maintain the good order of the school;
- maintain consistency of behaviour support for students across contexts and teachers;
- consider the safety and wellbeing of all members of the school community;
- incorporate personalised adjustments based on student need; and
- respond to the assessment of school behaviour data.

North Cottesloe Primary School will endeavour to provide individual student behaviour support where the need is identified through:

- monitoring students whose behaviour needs are not adequately met by the whole school support plan;
- using advice received from regional and Statewide Services staff, as required;
- liaising with external agencies or experts, as required; and
- using information received from the student and his/her parent(s) to inform the personalised behaviour support plan.

North Cottesloe Primary School will:

- consult with the School Board and keep them informed of ongoing planning;
- review behaviour support planning annually or as school data indicates need; and
- report annually to the School Board on the schools' performance in behaviour support.

## Contents

- Student Behaviour Agreements and Expectations (presented as a behaviour matrix) stating the behaviours that students are required to learn and maintain at the school;
- The roles and responsibilities of staff in implementing whole school behaviour support;
- Our teaching and classroom management strategies that support positive student behaviour include:
  - the management of the school environment to promote positive student behaviour;
  - the school's strategy for communicating to parents on students' behaviour;
  - the school's strategy for deciding on the application of consequences;
  - the school's approach to coordinating with external agencies where required;
  - measures to address:
    - all forms of bullying, including aggression;
    - drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education;
    - the presence of weapons on school sites;
    - risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with cumulative harm from child maltreatment;
    - the rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules; and
    - the strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

## Aim

These guidelines provide a framework for school decision making about promoting and maintaining a positive learning environment and positive student behaviour and well-being; as well as responding to student behavioural concerns.

At North Cottesloe Primary School, we are committed to providing a safe, supportive and respectful learning environment that provides and values student welfare and wellbeing. Students at North Cottesloe Primary School will feel safe and supported to achieve their very best in all areas of school life. We teach and model the behaviours we value in our students.

Our school will take a measured and appropriate response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

## Philosophy

North Cottesloe Primary School students are explicitly taught to be respectful, responsible and engaged learners. Staff use consistent language and behavioural expectations which have been developed by our school. These expectations are clearly displayed around the school and reinforced in class through the Student Behaviour Matrix and our ERIC Values.

## **Positive Behaviour for Learning**

At North Cottesloe Primary School, we:

- have a common purpose and approach to student behaviour;
- establish clear and positive expectations in regards to behaviour;
- implement procedures for teaching of expected behaviours;
- have developed a continuum of procedures for encouraging great behaviour;
- have developed a continuum of procedures for discouraging inappropriate behaviour; and
- have established procedures for on-going monitoring and evaluation of student behaviour and wellbeing.

## **Implementation**

Signage is posted throughout the school, providing ongoing reminders to students of expectations.

Specific and incidental lesson planning and content is continuously taught and monitored.

Data is collected and reviewed and from this and priorities are established and reviewed regularly.

## **Code of Conduct (Behaviour Matrix)**

Our philosophy centres upon the core elements of our ERIC values (Excellence, Respect, Integrity, Care). Our Expected Behaviours apply to all school settings and apply outside of school hours and off school premises on such occasions as excursions and sporting events.

The behaviour matrix clearly identifies the behaviours students are expected to display around the school. It is used by teachers to explicitly teach students the expectations and skills needed to be successful in these settings. The matrix is displayed around the school. At North Cottesloe we focus on teaching positive behaviours and social skills. We aim to provide an environment where all students can learn and engage in a positive way.

## **Roles and Responsibilities**

Our Principal will:

- Be accountable for ensuring a safe, secure and harmonious work environment for students and staff;
- Provide leadership, advice and direction;
- Be a role model;
- Disseminate Department policy information and training to staff and ensure that all procedures are aligned with Department guidelines;
- Oversee suspensions and complex welfare and discipline issues;
- Ensure student behaviour, both positive and negative, is recorded in SIS;
- Ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management; and
- Ensure that the school's guidelines are evaluated and reviewed by the school community (including school Board) at appropriate intervals.

Our Deputy Principal/s will:

- Provide leadership and direction;
- Be role models;
- Be responsible for the development, implementation and monitoring of the school's Student Wellbeing and Behaviour Guidelines;
- Facilitate training and development for staff; including orientation for new staff;
- Liaise with staff, students, parents, caregivers and relevant external agencies and providers;

- Monitor playground behaviour of students and regularly report data to staff;
- Support teachers to teach appropriate behaviour to students;
- Work with complex welfare and discipline issues in a sensitive manner;
- Ensure student behaviour, both positive and negative, is recorded in SIS;
- Liaise with relevant DoE personnel;
- Keep staff informed in relation to student's experiencing difficulty; and
- Implement strategies to assist students to improve their behaviour.

Our Teachers will:

- Respect and support students;
- Model and promote appropriate behaviour;
- Participate in the development of the school Student Wellbeing and Behaviour Guidelines and support their effective implementation;
- Have knowledge of school and Departmental policies relating to student welfare including bullying;
- Maintain clear communication with parents and work with them to achieve positive outcomes for students;
- Be proactive in playground supervision and classroom management and respond in a timely manner to incidences;
- Provide curriculum and pedagogy that supports students to develop an understanding of the School Behaviour Agreements and Expectations;
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying behaviour and its impact on individuals and the broader community; and
- Ensure student behaviour, both positive and negative, is recorded in SIS.

Our Students will follow the School Behaviour Agreements:

- Behave safely, considerately and responsibly, including when travelling to and from school;
- Care for property belonging to themselves, the school and others;
- Treat one another with dignity and respect;
- Comply with staff directions regarding appropriate behaviour;
- Show respect for school staff, fellow students and school visitors: and
- Not engage in any form of harassment, victimisation or intimidation.

Our Parents will:

- Support the school in the implementation of the Student Wellbeing and Behaviour Guidelines;
- Work with the school to seek positive solutions to matters, including reporting issues of concern to the classroom teacher or the Principal; and
- Encourage and support their children to communicate any concerns with staff themselves.

### **Positive Behaviour Recognition**

North Cottesloe Primary School will acknowledge those students who choose to display appropriate behaviour through the distribution of ERIC Tokens.

### **Classroom Based Acknowledgement**

Each class from Kindergarten to Year 6 will have its own system for recognising and encouraging positive behaviour. These systems are developed by the class teacher, complementing the whole school ERIC tokens, with high frequency of positive feedback for students.

### **ERIC Tokens**

ERIC Tokens recognise positive behaviour and work ethics. All teachers award tokens as an acknowledgement for positive classroom and playground behaviours. Tokens are also used to acknowledge:

- Excellence, in academic and social endeavours;
- Respect shown for fellow students, community members and staff;
- Integrity of character; and
- Caring.

ERIC Tokens are awarded “on the spot” to reinforce positive behaviour. (Staff need to keep a pocketful of Tokens.) Students write their names on their tokens and present them for the Assembly Draw. At each assembly, a raffle draw will be held. Three Tokens will be drawn at random and the selected students will each receive a \$2.00 canteen voucher. Winners also have their photo displayed on the ERIC Wall of Fame.

### **Classroom Merit Awards**

In addition to the ERIC Tokens, each fortnight the class teacher will nominate two students to receive a Merit Award at the school assembly. These certificates are presented by Leadership Team and may be for engaged learning, improvement or achievement in class or for exhibiting responsible and respectful behaviour.

### **Brilliant Book**

Students who produce a meritorious piece of work may be sent to the Principal to have their work recorded in the Brilliant Book. These students receive an ERIC Token and, if sent three times, are invited to a celebratory morning tea.

### **End of Year Awards Assembly**

At the end of each year, two students from each class, years PP-5, will be awarded a book prize. These awards will be allocated for academic achievement, citizenship and improvement.

### **Management of Inappropriate Student Behaviour**

Class teachers will use a range of in-class strategies to encourage positive behaviour; including verbal praise, ERIOC Tokens, group points, stickers, strategic allocation of seats/groups, etc.

Students displaying inappropriate behaviour will do so for one of two reasons:

1. To avoid engagement in an activity; *To get out of something.* or
2. To gain attention; either positive or negative. *To get something.*

Our positive behaviour approach recognises this phenomenon and acknowledges the students displaying appropriate behaviour, rather than those displaying inappropriate behaviour. We provide support for positive behaviour.

At North Cottesloe Primary School, we believe that positive relationships between students and staff will ensure positive behavioural expectations are maintained. We also acknowledge, however that every student has the right to learn in a safe and supportive environment and when a student is impacting negatively on the learning or safety of peers, staff are committed to act.

Teachers will use a structured, predictable system of warning and consequence system for dealing with inappropriate behaviour:

- In the classroom (*Appendix A*); and
- In the playground (*Appendix B*).

If routine measures prove ineffective or there is evidence of repeated inappropriate behaviour across a period of time, teachers should consult with the school leadership team and the Learning Support Coordinator.

Resulting strategies could include:

- meeting with parents;
- lunchtime or recess alternative activities or placements (up to 30 minutes);
- informal counselling by school leadership team;
- individual behaviour plan;
- parent / teacher communication book;
- referral to support services; and
- other strategies determined by staff involved (designated play area, high visibility vest).

Major or persistent unacceptable behaviour may involve any of the strategies used above as well as those listed below. A designated leadership team member will monitor the behaviour, whilst working closely with the classroom teacher and parents and report on progress to other staff at communication meetings.

### **Restorative Practice**

Restorative practice is based on the best practice principles of creating respectful relationships and safe environments within the school. These relationships serve to encourage respectful staff and student behaviour and create an environment to foster positive behaviour in a respectful and timely manner.

The restorative practice approach highlights our school as being a place where every student feels they belong, are safe, are shown respect and treated with care. This promotes resilience and contributes to the building of positive relationships in our school community. (*See Appendix D*)

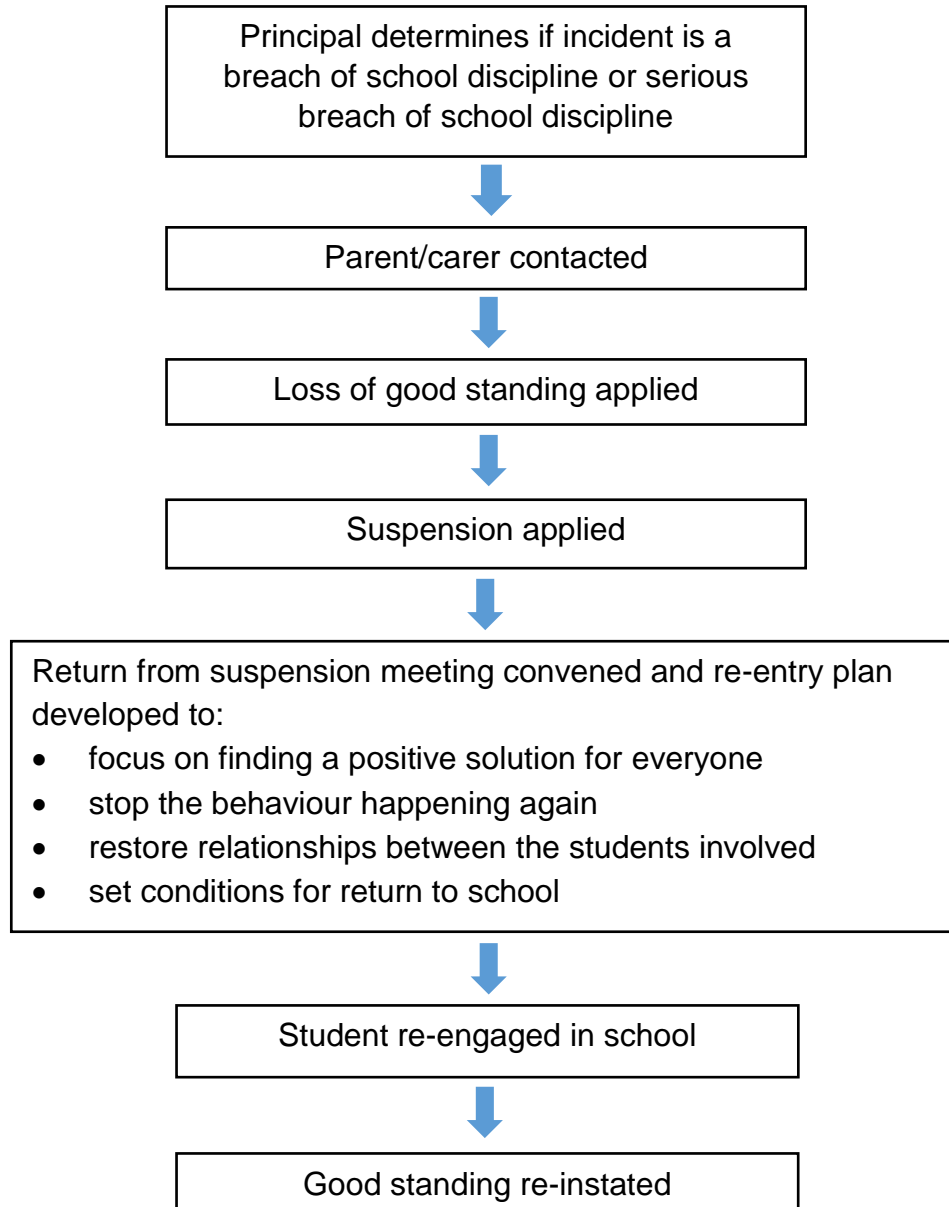
### **Suspension**

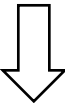
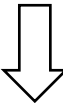
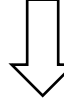
The decision to suspend a student is not taken lightly and will be the strategy of last resort. It can only be made by the principal, or delegate, in line with the Department of Education policy. (*See Appendix C*)

Suspension will, on most occasions, be immediate for any student who:

- **is physically violent** resulting in pain or injury, or who seriously interferes with the safety and well-being of other students, staff or other persons is to be suspended immediately.
- **is in possession of a firearm, prohibited weapon or knife.** In addition to the above the matter must be reported to police.
- **uses, or is in possession of a suspected illegal substance.** In addition to the above, the matter must be reported to police.

## Student suspension process






First Level	Second Level	Third Level
<p><b>Warning 1</b> Teacher first acknowledges the positive behaviour of a nearby peer, then corrects the student's inappropriate behaviour stating the correct behaviour the student should be displaying.</p>	<p><i>Upon returning from time out, the teacher reminds the student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.</i></p> <p><b>Reset</b></p>	<p><i>Upon returning from time out in another classroom, the teacher reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.</i></p> <p><b>Reset</b></p>
<p><b>Warning 2</b> Teacher again acknowledges the positive behaviour of a nearby peer, then notifies student that the inappropriate behaviour has continued and that they are now receiving a second warning.</p>		
<p><b>Warning 3</b> Teacher again acknowledges the positive behaviour of a nearby peer, then notifies student that they are still displaying inappropriate behaviour and will spend 5 minutes of timeout in the classroom.</p> <p style="text-align: center;"></p> <p><b>Time out in classroom</b></p>	<p><b>Warning 4</b> Teachers notifies student that they have now have received a 4th warning and will go to Neighbour Class for 10 minutes to complete a Reflection Sheet.</p> <p style="text-align: center;"></p> <p><b>Neighbour Class</b></p>	<p><b>Warning 5</b> Teacher notifies student that they now have received a fifth and final warning for inappropriate behaviour and will be sent to the Office.</p> <p style="text-align: center;"></p> <p><b>Referral to the Office</b> <i>Strike against Good Standing</i></p>
	<p><b>Classroom Teacher records behaviour in SIS and notifies parent</b></p>	<p><b>Office records behaviour in SIS and notifies parents</b></p>

### Fast Tracked Behaviours

Students bypass warning and go straight to the Office.

- Violent behaviour (including punching, hitting, spitting and kicking with intent to injure another student or staff member)
- Refusal to follow teacher instructions or move to time out;
- Damage to school property or resources.



First Level	Second Level	Third Level
<p><b>Warning 1</b> Teacher first acknowledges the positive behaviour of a nearby peer, then give students a warning, stating the inappropriate behaviour followed by what the student should be doing.</p>	<p><i>Before returning the student to play, the teacher reminds the student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.</i></p>	<p><i>Upon returning from time out, teacher reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.</i></p>
<p><b>Warning 2</b> Teacher notifies student that they now have received a second warning for inappropriate behaviour and need to spend 5 minutes of timeout walking with the teacher. The teacher spends that time teaching the student the appropriate behaviour.</p> <p style="text-align: center;"></p> <p><b>5 minutes out of play</b></p>	<p><b>Warning 3</b> Teacher notifies student that they now have received a third warning for inappropriate behaviour and need to spend 10 minutes of timeout walking with the teacher. The teacher spends that time teaching the student the appropriate behaviour.</p> <p style="text-align: center;"></p> <p><b>10 minutes out of play</b></p>	<p><b>Warning 4</b> Teacher notifies student that they now have received their final warning for inappropriate behaviour and will be sent to the Office.</p> <p style="text-align: center;"></p> <p><b>Referral to the Office</b> <i>Strike against Good Standing</i></p>
	<p><b>Duty Teacher records behaviour in SIS</b></p>	<p><b>Office records behaviour in SIS and notifies parents</b></p>

Behaviours That Can Be Fast Tracked Through Warning System

- violent behaviour; (including punching, hitting, spitting and kicking with force or intent to injure another student or staff member)
- refusal to follow teacher instructions or move to time out; or
- damage to school property or resources.

**Hats**

Students are required to wear a hat in the playground at all times. Students without hats will be directed to the Undercover Area. Any student who chooses to then go out into the sun to play will be referred to the Office.

## Student suspension process

## Appendix C

### First step: Determine if suspension is the appropriate action

- Only when a *serious* breach of conduct has deemed to have occurred will the principal have the power to automatically suspend a student. In determining if the student had the intention to harm, principals will take into consideration the developmental capacity of the student to appreciate their actions.
- Consider the nature of the behaviour/s, the student who committed those behaviour/s, the context in which it was committed, and any other relevant circumstances in relation to the incident or behaviour.
- Ensure that the student has had the opportunity to be heard; and that any information or documentation provided by the student or the relevant person has been taken into account in making the decision regarding the suspension.

### Next steps: decision, notification and action

- The principal is to determine if the incident is a breach of school discipline (maximum five-day suspension period) or a serious breach of school discipline (maximum 10-day suspension period).
- The principal will provide the student and parent a reasonable opportunity to give reasons against the decision to suspend and/or the length of the suspension. For an opportunity to respond to be deemed reasonable, the principal will take into consideration any language, cultural, medical or mental health factors and availability of the parent.
- When engaging parents and other caregivers, consideration should be given to support that can be provided that is culturally appropriate and takes into consideration the needs to the student and their family including access to support people such as:
  - an interpreter
  - support person
  - advocate
  - Aboriginal and Islander Education Officer
  - representatives from other agencies.
- It is important to discuss the reasons for the suspension with the student so that they understand why it is happening and what needs to change. Giving the student the opportunity to have a voice and influence in the discussion helps to foster their engagement in the process. This engagement enables the student to take ownership over and make changes to their behaviour.
- Notify the relevant person (via telephone or in person) of the reason/s for the suspension, the school days on which the suspension shall occur where the suspension will occur
- Provide contact details for additional support services to the student and the relevant person as appropriate. For example: *beyondblue*, Lifeline, *headspace*, Aboriginal Psychology Service, Health WA and ALERT program.
- The principal will provide learning activity for the student to complete during the period of suspension where this period is for three or more consecutive days or totals more than five days in the school year. Work provided should be genuine learning activities, designed to help the student as much as possible to keep up with class during the enforced absence. Remedial support upon the student's return be provided if the student has difficulty with the learning activity.
- Any documentation should be provided in alternative formats and community languages in order to meet the communication needs of the student and relevant person.
- Students who are subject to suspension and/or expulsion processes should have a 'relevant person' to participate in the process, provide support and advocate for them. For most students this will be a parent or carer.

- The incidents may have occurred for a range of reasons including mental health concerns or circumstances at home, and the student may need additional help.

### **Final steps: post-suspension follow up and support**

- If a student accumulates eight suspensions or 20 days of suspension in a calendar year, whichever comes first, the principal will:
  - inform the Regional Executive Director and Principal, School of Special Educational Needs: Behaviour and Engagement as part of a case management approach; and
  - work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.
- Consider resources available to support staff following an incident or when working with a student who is of high risk of displaying unwanted aggressive or dangerous behaviours. Inform staff of support available including the [Employee Assistance Program](#).
- In all cases of suspension, it is important to consider the student's transition back into school and any disruption to their learning. In many cases, the student will require additional educational or other supports to help address the reasons for the incident and/or any underlying behavioural issues. The focus on the re-entry meeting is on restoring the harm to both the victim and the school community, the accountability of the offender and the impact on the individual's good standing in the school.
- Complete a re-entry plan or a student behaviour plan.
- A student's good standing can be re-instated after such a period decided by the principal and should be outlined in the student re-entry plan or student behaviour plan.
- Complete [risk management plans for aggressive or violent student behaviour](#). These assessments are not behaviour management plans, they identify the risk to staff and outline risk management strategies.
- On return from suspension, a restorative approach should be pursued.

- An individual student can engage in a conversation to reflect on their behaviours and the impact of these behaviours on others. Using a restorative approach, the following questions can be used to prompt this reflection with a view to moving the student forward.

### ***When things go wrong***

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

### ***When someone has been hurt***

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Source: [www.iirp.org](http://www.iirp.org) and [www.realjustice.org](http://www.realjustice.org)

Implementing restorative practice as a whole school approach aims to address the needs of those harmed (e.g. other students, teachers, community members) and work to ameliorate harm through a balance of appropriate sanctions, restitution and restorative processes. The process is restorative rather than retributive and focuses on the need to rebuild relationships in the wake of harmful antisocial behaviour, e.g. assaults, serious bullying, abusive language, drug-related incidents and offences against property.

Key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Restorative practices:

- are based on principles of creating respectful relationships and safe environments within the school
- highlight schools as being places where every student feels they belong, are safe, are shown respect and treated with care
- promote resilience and aims to contribute to the building of positive relationships in school communities
- focus on accountability and restoring relationships after harm has been done, rather than on blame and punishment
- aim to address the needs of those harmed (e.g. other students, teachers, community members) and work to ameliorate this harm through a balance of appropriate sanctions, restitution and restorative processes
- engage students and parents.

### **Professional learning resources**

Restorative Practices Australia has developed a range of posters, question cards and videos where schools, students and parents talk about their involvement with the restorative practice approach.

<https://www.restorativepractices.org.au/resources/>

<https://www.restorativepractices.org.au/videos/>

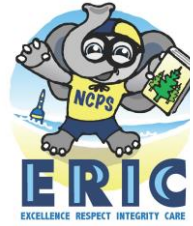
## **Good Standing Guidelines**

## ***Appendix E***

Good Standing defines the right of a student to participate in school extra-curricular programs. The process is as follows:

- All students commence each term with Good Standing;
- Inappropriate behaviour can result in a loss of Good Standing;
- Losing Good Standing removes the right to participate in the school's extra-curricular programs such as:
  - Interschool sport,
  - Year 6 Camp,
  - Excursions and incursions,
  - Graduation events.
- To maintain Good Standing a student needs to display positive behaviour;
- Failure to follow the School Behaviour Agreements and Expectations, and then be referred to the Office, will result in a Strike.
- A student receiving receives 3 Strikes in a term will lose Good Standing.
- Good Standing will be reinstated after a 5-week period or at the commencement of the next term.
- Parents will be informed if their child has been referred to the Office and received a Strike.
- A suspension will result in the automatic loss of Good Standing.

# Behaviour Reflection Form: Year 1 - 2



Name: \_\_\_\_\_

I chose to:

- |   |   |
|---|---|
| <input type="checkbox"/> be loud          | <input type="checkbox"/> call out         |
| <input type="checkbox"/> ignore direction | <input type="checkbox"/> be disrespectful |
| <input type="checkbox"/> talk out of turn | <input type="checkbox"/> argue            |

I could have:

- |  |                   |
|--|-------------------|
| <input type="checkbox"/> tried harder to do my best          | <i>Excellence</i> |
| <input type="checkbox"/> respected others' right to learn    | <i>Respect</i>    |
| <input type="checkbox"/> followed the class rules            | <i>Integrity</i>  |
| <input type="checkbox"/> showed understanding towards others | <i>Care</i>       |

How did I handle myself?

<b>Poorly</b>	<b>Not so well</b>	<b>OK</b>	<b>Good</b>	<b>Great</b>
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I feel



sad



frustrated



angry



worried



embarrassed

When I get back to class I will \_\_\_\_\_

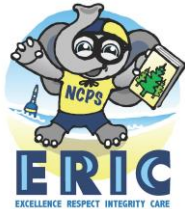
\_\_\_\_\_

\_\_\_\_\_

Parent signature: \_\_\_\_\_ Teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Behaviour Reflection Form: Year 3 - 4



Name \_\_\_\_\_

Date \_\_\_\_\_

Did I follow the teacher's instructions? Yes

What happened? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I could have:

tried harder to do my best *Excellence*

respected others' right to learn *Respect*

followed the class rules *Integrity*

showed understanding towards others *Care*

How did I handle myself?

<b>Poorly</b>	<b>Not so well</b>	<b>OK</b>	<b>Good</b>	<b>Great</b>
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What could I do differently? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Will I be able to return to class appropriately?

Yes

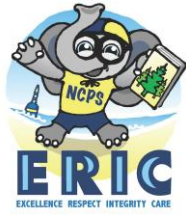
No

Student Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

# Behaviour Reflection Form



Name \_\_\_\_\_

Date \_\_\_\_\_

Did I follow directions appropriately?

Yes

No

What was my behaviour? \_\_\_\_\_

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What did I want? (put a check next to the appropriate statement/s)

I wanted attention from others.

I wanted to be in control.

I wanted to avoid doing my work.

I wanted to cause problems because I am sad inside.

I wanted to cause other problems because they don't like me.

I wanted \_\_\_\_\_

Did I get what I wanted?

Yes

No

What could I do differently? \_\_\_\_\_

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Will I be able to return to class appropriately? Yes

Student Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_





### Office Behaviour Referral

Student: \_\_\_\_\_

Room: \_\_\_\_\_

Staff: \_\_\_\_\_

- Student has reached 5<sup>th</sup> warning

- Fast tracked for serious behaviour

- Issue needs discussion

Details:

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### Office Behaviour Referral

Student: \_\_\_\_\_

Room: \_\_\_\_\_

Staff: \_\_\_\_\_

- Student has reached 5<sup>th</sup> warning

- Fast tracked for serious behaviour

- Issue needs discussion

Details:

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### Office Behaviour Referral

Student: \_\_\_\_\_

Room: \_\_\_\_\_

Staff: \_\_\_\_\_

- Student has reached 5<sup>th</sup> warning

- Fast tracked for serious behaviour

- Issue needs discussion

Details:

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