



Manly West Public School

School Behaviour Support and Management Plan



Version 1.0

Amendments: Document History

Version	Revised Version	Approved by:
1.0		Principal, Executive and Staff

School Behaviour Support and Management Plan

Manly West Public School is committed to an excelling learning culture with high expectations, explicit teaching, modelling positive behaviour and supporting all student to be engaged in their learning.

The Manly West Vision is *for all students to reach their full potential to succeed academically and thrive as healthy, active, critical and creative thinkers and local and global life-long learners who connect and contribute to their school community and society. This vision is promoted in a respectful, supportive and challenging learning environment that incorporates school wide collective responsibility in partnership with staff, students, parents and caregivers. It supports shared beliefs and understanding and share responsibility and accountability of every student.*

Manly West utilises principles of positive behaviour support, inclusive practice and social emotional learning that underpin our daily practice. High expectations for student behaviour are established and maintained through explicit teaching of expectations, role modelling and planned responses.

All members of the Manly West community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. Manly West partners with parents/carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies by:

- Inviting our community to parent informal and formal meetings
- Participating in surveys
- Reviewing school systems, data and practices.

Manly West communicate our expectations through our grade newsletters, weekly newsletters, parent information evenings and our school website. We proactively build collaborative relationships with families and the community to create a shared understanding of how to support student learning, safety and wellbeing.

Positive Behaviour for Learning

Manly West uses the Positive Behaviour for Learning (PBL) Program. The school's code of behaviour is underpinned by the expectations of Respect, Responsibility and Aspire. These values are explicitly taught in all areas of the school and in all situations. Positive behaviour is modelled for students and practised by them in class, in the playground, in all areas and in all situations both inside and outside of the school grounds. The school wide Expectations below are part of the School Behaviour Support and Management Plan.

The school wide Expectations are as follows:

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none">• Listen and speak in a polite and positive way• Share friends, space and equipment• Celebrate difference• Enable and encourage a positive learning environment for all• Care for the people, school, property and the environment	<ul style="list-style-type: none">• Be a positive role model• Do what is right even when it is difficult• Be prepared and punctual• Be accountable for the choices you make• Be an upstander	<ul style="list-style-type: none">• Be proud of everyone's achievements• Embrace challenges and opportunities with resilience and perseverance• Actively take part in your learning

School Wide Positive Behaviour Support to encourage expected behaviours

Positive Behaviour for Learning (PBL) is a K-6 school wide initiative that builds a positive and supportive whole school culture which recognises and reinforces positive behaviour in students. It encompasses as part of our School Behaviour Support and Management Plan. The Awards System outlined below is for all students K-6.

Positive Classroom Behaviour Incentives

Teachers use a range of positive behaviour management strategies. Listed below are some suggestions which can be implemented within the classroom setting.

- PBEL Mini Awards
- Table points
- House points
- Sticker/star chart
- Stickers/stamps
- Class trophy for best student/table group of the day/week
- Class game afternoon for good behaviour/work
- Special privileges e.g. do a message, take work to supervisor/Principal etc.
- Class special awards, e.g. reading, spelling, science, etc.

Ongoing parent contact may be made by email through the School Office, telephone or interview at mutually convenient times. Teachers keep a class list/enter into School Bytes to ensure every child is regularly encouraged for effort and achievement including commendations at assemblies. Newsletters are used to publicise achievement and celebrate student successes.

Manly West PS Whole School Reward System

Free and Frequent Manly West Mini Awards are awarded for positive behaviour. The child receives a signed award and writes their name on it and then places in a class box. Once a week, these class boxes will be placed into a grade box. During K-2 Assemblies, one Manly West Mini Awards will be drawn for each grade and during 3-6 Assemblies, one Manly West Mini Award will be drawn for each grade. Students that are drawn from the draw, receive a \$2 canteen voucher.

Expectation Cards

Expectation Cards are given out by all teachers and executive staff for students that show that particular Expectation within the week. Each week, three Expectation Cards may be given for following the school's PBEL Expectations of Respect, Responsibility and Aspire by:

- Being reliable, being responsible and aspiring to improve in any area
- Helping other teachers
- Caring for friends
- Being kind to classmates or peers in the classroom and playground
- Caring for the school environment
- Showing initiative
- Exhibiting in carrying out classroom duties regularly and well, such as recycling, monitors, book organisers.
- Meeting deadlines and work completed on time.
- Volunteering to help with sports equipment, packing away class equipment
- Improved behaviour
- Consistently wearing correct school uniform

Merit Certificates

Merit Certificates are given out by all classroom teachers at assemblies to students who show improvement, effort and/or achievement in any area of schooling. These include but are not limited to:

- Effort in classwork
- Classwork presentation
- Using manners at all times
- Sportsmanship
- Helpful and/or supportive friend
- Academic achievement

Bronze Banner

Bronze Banners are awarded to students who have achieved three Expectation Certificates and two Merit Certificates. This level of accomplishment is celebrated at our school K-2/Stage 1 or Years 3-6 assemblies. Students receive their award and have their photo published (if applicable) within our school newsletter.

Silver Banner

Silver Banners are highly regarded at MWPS. Students who receive this award have achieved their Bronze Banner and continued to demonstrate outstanding behaviour and engagement in their schooling activities. This level of accomplishment is celebrated at our school assembly. Students receive their award and have their photo published (if applicable) within our school newsletter.

Gold Banner/Gold Book

Gold Awards are considered a significant achievement by the MW school and community. Students receive a Gold Accomplishment Listed Award, a Gold Badge and a Gold Banner at assembly. All 3-6 students listen to the listed achievements of the student, read by their current classroom teacher. Parents are invited to the assembly and have a photo opportunity with the Gold Award recipient. This is also celebrated in the newsletter. Gold Books are then displayed in the foyer to promote and encourage student aspirational attitudes for the future.

Diamond Banner

Students who achieve all previous levels of the MW system can now achieve a Diamond Banner. When reaching this level, students receive their Banner and their names are engraved into the 'Diamond' shield.

Manly West PS Reward Flow Chart

4 Expectation Cards = Expectation Certificate

You can use any 4 Respect, Responsibility or Aspire Expectation Cards to make up the 4 you need to achieve an Expectation Certificate.



3 Expectation Certificates + 2 Merit Certificates = Banner

Once you have achieved a Bronze Banner, you need another 3 Expectation Certificates and 2 Merit Certificates to receive a Silver Banner. This process is repeated for a Gold Banner and a Diamond Banner. Students that achieve 'Diamond' will have their names on a plaque.



K-2 students hand certificates to Mrs Mwanga.
3-6 students hand certificates to Ms Milburn/Mrs Johnson.

Awards are logged through School Bytes. Students bring their Bronze Banner in when they are getting a Silver Banner. When receiving a Gold Banner, students need to bring in their Silver Banner. When receiving a Diamond, students need to bring their Gold Banner.

Procedures for Encouraging Positive Behaviour

Students at Manly West PS are expected to follow the school-wide Expectations which are displayed in each classroom and in all areas around the school. Manly West's Expectations are **Respect, Responsibility** and **Aspire**. It encompasses as part of our School Behaviour Support and Management Plan.

In the first few weeks of the school year, each class discusses and reviews the school's Expectations and agree upon classroom Expectations which, when followed, will make the classroom and school a safe and positive environment. Each fortnight, a focus area is shared with students and the community that is based on a current need that students need to focus their attention.

Care Continuum

Manly West staff are committed to being proactive in teaching students to be positive and proactive global citizens which is included in our School Vision. We ensure our school culture instills a sense of belonging as well as builds each student's social/emotional skills.

Prevention

The whole school's proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.

Early Intervention

Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Manly West PS staff develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.

Targeted Intervention

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.

Individual Intervention

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents and the Manly West PS Support Team which includes the Principal, Deputy Principals, School Counsellor and Psychologist, EAL/D and Learning Support staff. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. The Manly West Principal and school Executive build capacity of school teams and teaching staff to be able to undertake functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.

Manly West Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour for Engaged	<p>PBEL is an evidence-based framework that brings together the whole school community to contribute to developing a positive, safe and supporting learning culture. The framework assists the school to improve social, emotional, behavioural and academic outcomes for children and young people. Through consistent implementation, teachers and students have more time to focus on building strong, positive relationships, behaviour and classroom instruction.</p> <p>PBEL Award system</p> <ul style="list-style-type: none"> • Minis • Expectation Cards • Expectation Certificates • Bronze Banner • Silver Banner • Gold Banner <p>At each Assembly, a PBEL focus is shared to communicate the Expectation of the fortnight.</p> <p>PBEL lessons are taught at the start of the year and throughout the school terms in short, sharp and focused lessons. They are focused on School Expectations in different locations around the school and the expected behaviours from students. Each fortnight, the focus is sourced from data collected by the school executive on current student behaviour and issues.</p>	All students K-6
Prevention	Classroom Management Strategies	<p><u>Classroom Organisation</u> Classroom organisation is used as of the many effective classroom practices to impact positively on learning and behaviour. Classroom organisation encompasses the way classrooms are physically set up, as well as the establishment of classroom routines which help to create order and maximise instructional time.</p> <p><u>Consistent and Fair Consequences:</u> The purpose of a consequence is to correct and teach; therefore, the provision of a consequence should always contain an opportunity to reteach the expected behaviour. Consequences should be selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.</p>	All staff and students K-6

		<p><u>Corrective Feedback</u> Corrective feedback should be provided to students to get the student back on track without the need for further consequences. Corrective feedback describes the observed behaviour and tells the student what to do next time.</p> <p><u>Parallel Cuing and Ignoring</u> An effective strategy that contributes to a positive classroom tone is to ignore the inappropriate behaviour (not the student, the behaviour) and provide acknowledgement to another student nearby who is meeting the classroom expectations.</p> <p><u>Pre-corrections</u> A pre-correction is a verbal prompt which is provided prior to known problem times or activities in order to encourage appropriate behaviour and reduce problem behaviour. Pre-corrects should be used after expectations have been explicitly taught and practised.</p>	
Prevention	Reinforcement	<p>Reinforcement is any consequence that encourages any behaviour to repeat or increase in magnitude in the future. It consists of two components:</p> <ul style="list-style-type: none"> • providing high quality reinforcement for the appropriate behaviours that we want to see; • withholding reinforcement or providing low quality reinforcement for less desirable behaviours. 	All staff and students K-6
Prevention	PDHPE programs and learning experiences	Our school follows a scope and sequence to ensure PDHPE outcomes are taught each Stage. PDHPE lessons are designed with developmental needs and skills and content are sequential for success in student knowledge and achievement.	All students K-6
Prevention	Child Protection Lesson	Child Protection lessons are taught as part of the PDHPE program in Terms 2, 3 and/or 4. Learning experiences are sequenced to ensure all outcomes are taught.	All students K-6
Prevention	Healthy Lifestyle Program	<p>Healthy Lifestyle Rotations are completed at the beginning of each year. Teachers create lessons for areas of PDHPE and wellbeing for students to ensure outcomes are taught and establishes routines and procedures for the year ahead. Topics that will be covered include:</p> <ul style="list-style-type: none"> • Road Safety • Sun Safety • Water Safety • Anti-Bullying • Anti-Racism • Cyber Safety • PBEL Expectations 	All students K-6

		<ul style="list-style-type: none"> • Fire and Emergency Procedures 	
Prevention	Teacher Professional Learning	Teachers will partake in professional learning that develops their understanding and creates a whole school expectation and culture of positive student behaviour. There may be specialist staff used such as the school counsellor/psychologist to develop understanding of how students learn and the differences in different diagnoses.	
Prevention	Data Checkpoint	Student academic grades are placed into spreadsheets within literacy and numeracy. They are analysed and discussed in collaborative grade meetings along with work samples, to highlight areas of growth of student achievement and any areas needing support.	All students K-6
Prevention	The Anxiety Project	The Anxiety Project is a whole school, evidence-based approach to assist students to manage anxious behaviour. The program will support teachers, students and parents to assist children to develop mental strength and resilience skills. This is delivered through a series of lessons, and the use of teacher-led and parent-led conversational techniques. These interventions are aimed at helping students to learn skills to manage anxiety.	All students K-6
Prevention	Cyber Safety incursions for students	Stages 2 and 3 students will take part in various Cyber Safety incursions and/or online courses. Incursions will focus on developing students' knowledge of positive and appropriate online behaviour and keeping safe online.	Stage 2 Stage 3
Prevention	Cyber Safety for students, teachers and Parents/Caregivers	Manly West will organise approved eSafety agencies to give presentations to students, teachers and parents/caregivers and community members on how to support their child to be cyber safe.	Students, staff and Community
Prevention	Harmony Day	K-6 students complete lessons on anti-discrimination, acceptance and celebrating differences as part of PDHPE programs and wellbeing strategies. Harmony Day is utilised as a day to recognize and celebrate our differences.	All students K-6
Prevention	Transition to Kindergarten	Parent information sessions and orientation sessions are provided to students and parents intending to attend Kindergarten in the following school year. Sessions provide detailed information to parents/caregivers on school requirements and schooling at Manly West PS. Orientation sessions provide potential students	Students intending to attend Kindergarten.

		with short, focused sessions to introduce them to primary school and allow teachers time to observe students in their social, emotional and academic needs.	
Prevention	Kindergarten to Year 1 Transition	The Stage 1 Assistant Principal provides a parent/caregiver information session where expectations and differences of Stage 1 curriculum and opportunities are discussed in comparison to Early Stage 1.	Kindergarten parents/caregivers.
Prevention	Year 2 to Year 3 Transition	The Stage 2 Assistant Principal provides a parent/caregiver information session where expectations and differences of Stage 2 curriculum and opportunities are discussed in comparison to Stage 1. Parents/Caregivers are guided through opportunities such as PSSA, Dance and Drama Groups and academic needs such as NAPLAN are discussed to support both students and parents.	Year 2 parents/caregivers.
Prevention	Risk Assessment Planning	Teachers and school executives use the DoE's Risk Assessment proforma to ensure all excursions or activities outside of regular learning programs are safe through risk management protocols. Risk Assessments are shared with all staff involved with the learning activity to ensure safety for students and staff.	All Staff.
Prevention	Class Handover	At the beginning of each year, classroom teachers are involved in two professional learning sessions that are focused on teachers of the year prior, giving information to the new classroom teacher eg Kindergarten to Year 1, Year 2 to Year 3, Year 4 to Year 5. Then Year 1 to Year 2, Year 3 to Year 4, Year 5 to Year 6.	All classroom teachers.
Prevention	Class Profile of Learning Adjustments	Classroom teachers complete a 'Class Profile of Student Adjustments' (CPSA) proforma for their current class. Information is provided on the level of adjustments students receive in class by their teachers. This information is then used to support NCCD. Once CPSA is completed, it is reviewed mid-year and at the end of the year.	All classroom teachers.
Prevention	Personalised Learning Pathways (PLPs)	PLPs are developed in consultation and collaboration with the student, their families/carers and teachers, to identify, organise and apply personal approaches to learning and engagement for success. PLPs can have short term and/or long-term goals. Short term goals can be specific steppingstones to reach long term goals. Essential to this process is the monitoring, reviewing and celebration of	Classroom teachers and Aboriginal and Torres Strait Islander students.

		goals achieved and setting of new goals to ensure our Aboriginal and/or Torres Strait Islander students are always progressing.	
Prevention	Anti-Racism	At the beginning of the school year, students are involved in lessons that are developmentally appropriate on anti-racism and accepting and celebrating differences as part of the Healthy Lifestyle program.	Staff and all students.
Prevention	Anti-Bullying	At the start of the school year, students are involved in lessons developmentally appropriate on anti-bullying as part of the Healthy Lifestyle program.	Staff and all students.
Prevention	Playground Happenings (Lunchtime Happenings)	Playground Happenings are structured and organised activities that occur in the second half of lunch, mostly with the support of a teacher or Student Learning and Support Officer (SLSO). Activities include: <ul style="list-style-type: none"> • Handball • 'Chill Zone' (craft activities) • Lego club • Skipping club • Jam Time (STEM activities) 	All students K-6
Prevention	Supervision	Whether it is formal playground duty or staff 'passing' students informally, teachers will be observant and responsive to students' behaviour and needs. This includes: <ul style="list-style-type: none"> • Active movement and visibility around the grounds • Listening to and acknowledging student concerns • Proactive intervention to avoid potential problems • Regular acknowledgement of appropriate play where necessary • Checking for the correct use of play equipment • Encouragement for keeping a clean and safe environment • Regular reminders to students about the expectations, rules and responsibilities • Fair and consistent implementation of school policies. 	All staff and students K-6
Early Intervention	Learning and Support groups	Through data analysis, the Learning and Support Team decide which students the learning and support teacher works with in a targeted group in class or in withdrawal groups who require	Identified students.

		specific learning needs in literacy and numeracy. Lessons may include transcription skills and social skills as well.	
Early Intervention	Learning and Support groups – Individual support with SLSOs	Through data analysis, the Learning and Support Team (LST) decide which students participate in individual or small group withdrawal programs that focus on literacy and numeracy skills.	Identified students
Early Intervention	Attendance Support	The Learning and Support Team (LST) analyse attendance data regularly to monitor students with attendance issues. The LST highlight students where attendance is below acceptable levels. Students are monitored through LST meetings and classroom teachers. Where attendance does not improve, students are referred to the Learning and Wellbeing team within the Department of Education.	Identified students
Early Intervention	Anti-Racism	ARCOs will be utilized to manage reports of racism by students against other students in accordance with the Student Behaviour Policy and the MWPS Anti-Racism and Discipline Policy. The ARCO will choose a strategy appropriate to the developmental age and situation of the perpetrator to educate and reflect on their behaviour. The ARCO may provide an individual lesson or discussion with the grade of the student to communicate that racism is not tolerated. Parents of students' involved will be kept informed by the ARCO.	Identified students and students within a whole grade that has been identified.
Targeted Intervention	Learning and Support groups	Through data analysis, the Learning and Support teacher works with students in a targeted group in class or in withdrawal groups who require specific learning needs.	Identified students
Targeted Intervention	NCCD	Through teacher judgement, data is collected as an essential part of the comprehensive approach to ensuring students with disability can access education on the same basis as their peers.	Identified students
Targeted Intervention	Playground Happenings	Playground Happenings are structured and organized activities that occur in the second half of lunch, mostly with the support of a teacher or Student Learning and Support Officer (SLSO). Students are encouraged by classroom teachers, the LST and parents to participate in activities to support their social skills.	Identified students
Targeted Intervention	Anti-Racism	ARCOs will be utilized to manage reports of racism by students against other students in	Identified students and a grade that

		<p>accordance with the Student Behaviour Policy and the MWPS Anti-Racism and Discipline Policy.</p> <p>The ARCO will choose a strategy appropriate to the developmental age and situation of the perpetrator to educate and reflect on their behaviour. The ARCO will provide an individual lesson and lessons for the grade of the student to communicate that racism is not tolerated and ways for students to be an upstander. Strategies will also focus on accepting and celebrating differences in students.</p>	has been identified.
Individual Intervention	Integration Funding Support (IFS)	For students needing targeted and specific support, IFS is utilized through an access request application. Funding is utilized through additional Student Learning and Support Officers (SLSOs) or teachers to support specific needs of students. Support may include, but not limited to literacy, numeracy, behaviour, social skills.	Identified students
Individual Intervention	NCCD	Through teacher judgement, data is collected as an essential part of the comprehensive approach to ensuring students with disability can access education on the same basis as their peers.	Identified students
Individual Intervention	Playground Happenings	Playground Happenings are structured and organized activities that occur in the second half of lunch, mostly with support of a teacher or Student Learning and Support Officer (SLSO). Students are directed by classroom teachers, the LST and parents to participate in activities to support their social skills.	Identified students
Individual Intervention	Anti-Racism	<p>ARCOs will be utilised to manage reports of racism by students against other students in accordance with the Student Behaviour Policy and the MWPS Anti-Racism and Discipline Policy.</p> <p>The ARCO will choose a strategy appropriate to the developmental age and situation of the perpetrator to educate and reflect on their behaviour. The ARCO will provide an individual lesson and lessons for the grade of the student to communicate that racism is not tolerated and ways for students to be an upstander. Strategies will also focus on accepting and celebrating differences in students.</p>	Identified students

Healthy Lifestyle Program

At the beginning of each year, students in Years 1-6 re involved in our PDHPE program that covers areas of Healthy Living such as Cyber Safety, Anti-Bullying, Anti-Racism, Sun Safety, Water Safety, Road Safety, Fire and Emergency Procedures and PBEL Expectations within our school. Classes rotate for the first few days of school, staying in their previous year class. After completion of the lessons and new classes are formed, school rules and procedures are revisited when classroom rules and procedures are established.

Day 1	Fire and Emergency Procedures	Sun and Water Safety	Road Safety	Cyber Safety
9:20-12:15pm	Class 1	Class 2	Class 3	Class 4
12:20-3:15pm	Class 4	Class 1	Class 2	Class 3

Day 2	Fire and Emergency Procedures	Sun and Water Safety	Road Safety	Cyber Safety
9:20-12:15pm	Class 3	Class 4	Class 1	Class 2
12:20-3:15pm	Class 2	Class 3	Class 4	Class 1

Day 3	Anti-Bullying and Anti-Racism	PBEL Expectations	Anti-Bullying and Anti-Racism	PBEL Expectations
9:20-12:15pm	Class 1	Class 2	Class 3	Class 4
12:20-3:15pm	Class 2	Class 3	Class 4	Class 1

Playground Happenings – Supporting Students in the Playground

To support students' social and emotional skills, Manly West provide lunch time activities utilising both our teachers and SLSO program. Playground activities that may be offered include: Library, Chill Zone, Playground Equipment, Skipping group, Lego Club, Handball Skills group, Code Club, Cyber City (Computer lab), Jam Time, Gardening Club, Friday Favourites (Reading)

Example Playground Happening timetable:

Lunchtime Playground Happenings				
Monday	Tuesday	Wednesday	Thursday	Friday
Library K-2 Quiet reading, board games -meet at Library stairs Chill Zone Years 1-6 Kindy Balcony Playground Equipment <ul style="list-style-type: none"> Stage 3 Chalk Drawing Meet under the Kitchen Garden COLA	Library 3-6 Quiet reading, board games -meet at Library stairs Skipping - Years 1-6 Kitchen Garden COLA Playground Equipment <ul style="list-style-type: none"> Stage 2 Lego Club Kindy Balcony Handball Tournament <ul style="list-style-type: none"> Stage 2 	Library K-2 Quiet reading, board games -meet at Library stairs Chill Zone Years 1-6 Kindy Balcony Playground Equipment <ul style="list-style-type: none"> Year 2 Cyber City <ul style="list-style-type: none"> 3-6 Jam Time K-2 In Kindy	Library 3-6 Quiet reading, board games -meet at Library stairs Skipping Years 1-6 Kitchen Garden COLA Playground Equipment <ul style="list-style-type: none"> Year 1 Cyber City <ul style="list-style-type: none"> K-2 Gardening Club Years 1-6 Meet at the Kitchen Garden Shed	Friday Favourites Years 1-6 A guest shares a favourite book - meet at Library stairs Playground Equipment <ul style="list-style-type: none"> Kindergarten
Eco-Playground and Trucks, Blocks and balls available to students in Kindergarten. Year 5 Playground Monitors support.				
From Week 4, Giant outdoor games - Chess, Snakes and Ladders and Connect 4 available to Years 1 - Year 6 with support of the Year 4 Activity Monitor.				

DISCIPLINE POLICY

Manly West PS follows the Behaviour Code for Students from the Department of Education see *p29 and 30*.

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>

Staff Responsibilities:

- All staff model respectful behaviour and language.
- Shared accountability and responsibility to monitor positive behaviour.
- Proactive measures are embedded into classroom practices and school approaches.
- Maintain high expectations of student behaviour, attitude and language.
- Promote, encourage and reward positive student behaviour.
- Follow, understand and promote the Student Welfare Policy and procedures.
- Consistent and clear communication with students, staff and parents.
- Restorative conversations with students when negative behaviours occur.

Parent/Caregiver Responsibilities:

- Promote and encourage our school Expectations of Respect, Responsibility and Aspire.
- Keep up to date with school communication avenues regarding procedures and policies of student welfare.
- Clear communication with classroom teacher and school executive.
- High expectations of student behaviour.
- Work in partnership with the classroom teacher, Executive and Principal to ensure positive student behaviour.
- Support and respect school decisions regarding student behaviour and welfare.
- Model exemplary behaviour.

Student Responsibilities:

- Show respect to other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported.
- Resolve conflict respectfully, calmly and fairly.
- Meet the school's agreed uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our school.
- Not bully, harass, intimidate, or discriminate against anyone in our school.

Behaviour code for students

Information for students and parents or carers

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Telephone interpreter service

If you would like more information please call the school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language.

Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

PLAYGROUND EXPECTATIONS

Duty:	Expectations for students:	Expectations for teacher: Always wear a yellow sash, hat and take your bumbag out with you.
Before school	<ul style="list-style-type: none"> • Once students have come to school, they remain on school grounds in the appropriate areas. If students arrive before 8:50am, they must sit on the verandahs near the school office. • Small ball games e.g. handball only. Only on handball courts (not in Boyle St driveway/entrance). • Choose only permitted games. No running games such as 'Tip'. • Stay in bounds and not in classrooms after 8:50am (unless wet weather bell rings). • During Wet weather, students stay under COLA areas unless the Wet Weather bell rings. If Wet Weather bell rings, students walk sensibly to their classroom and wait for their teacher. • Remain on asphalt only. K-2 Basketball area, Eco Playground, Coloured equipment and oval are out of bounds. • Drop bags at designated area for your grade and return to playground quickly. 	<ul style="list-style-type: none"> • Formal supervision starts at 8:50am. • Teacher actively supervises across assigned area. • One teacher on big tree side, one on hall/COLA side. • Be proactive in preventing accidents and issues by reminding students of expectations. If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. • In wet weather, stay on duty and supervise students under the COLA until wet weather bell rings.
Recess	<ul style="list-style-type: none"> • Be seated to eat and then raise your hand and wait for a teacher to dismiss you. Put rubbish in the bins and on Wednesday's food waste in allocated bins. • Return lunch boxes to class tubs. • Stay in bounds where a teacher can see you. • Ball games permitted after eating time. • Wear a hat or play in the shade (Kindy - Eco Garden, 1&2- Kitchen Garden COLA or near flag pole in winter, 3-6 only under COLA). • Students are not allowed to return to their bags or classrooms. • When the ground is wet, students must play appropriately and follow the instructions of the teacher to ensure everyone is safe. • When playing on the K-2 Basketball area, soft balls must be used. 	<ul style="list-style-type: none"> • Teacher actively supervises across assigned areas. • Encourage safe play. • Check younger children have eaten their recess. Dismiss students once they have eaten and ensure rubbish/ compost is put in bins. • Students are not permitted on coloured equipment at recess. • If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. • If there is increased air pollution, students with medical issues are supervised in the Library. • In extreme weather, students will be supervised in appropriate areas for safety.

<p>1st half lunch</p>	<ul style="list-style-type: none"> • Students take all of the belongings and lunch equipment that they need for lunch. They are not to return to their bags. • Be seated for 10 minutes to eat in the correct area then raise your hand and wait for a teacher to dismiss you. Please sit under the COLA and not on the edge of the oval. • Put rubbish in the bins and food waste in compost. • Return lunch boxes to class tubs. • Buy canteen food after 10 mins eating time (pick up lunch orders, get sauce etc. is ok) • Students may sit at the covered tables near the equipment. • Only start playing basketball once students are finished eating and off the court. Consider others and sit in an appropriate spot. • Only go on the oval when a teacher has moved to be on duty there. • Stay in bounds where a teacher can see you. Classrooms and hallways are out of bounds. • Play safely and sensibly. • Wear a hat or play in the shade (Kindy-Eco Garden, 1&2- Kitchen Garden COLA, 3-6 only under COLA). • Line up for library/ computer room at the red line near the bike rack outside the library. • When the ground is wet, students must play appropriately and follow the instructions of the teacher to ensure everyone is safe. • When playing on the K-2 Basketball area, soft balls must be used. 	<ul style="list-style-type: none"> • Teacher actively supervises across assigned areas. • Check younger children have eaten their lunch. • Ensure students are seated under COLA (3-6) Big Tree (1-2) L&N area (K) to eat and pick up rubbish before leaving to play. • Encourage Kindy students to play with Kindy students - Year 6 buddies are to play with their peers (not buddies). • Encourage safe play and remind students to stay in bounds. • If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. • If there is increased air pollution, students with medical issues will be supervised in the Library. • In extreme weather, students will be supervised in appropriate areas for safety.
<p>2nd half lunch</p> <p>PBEL monitors will hand out minis for the fortnightly PBEL focus</p>	<ul style="list-style-type: none"> • Play safely. • Stay in bounds where a teacher can see you. • Wear a hat or play in the shade (Kindy- Eco Garden, 1&2- Kitchen Garden COLA, 3-6 only under COLA). • Coloured equipment- Wait for a teacher before going on the equipment at 2nd half bell. • Students attending lunch time activities to move to assigned area with supervision. • When the ground is wet, students must play appropriately and follow the instructions of the teacher to ensure everyone is safe. • When playing on the K-2 Basketball area, soft balls must be used. 	<ul style="list-style-type: none"> • Teacher is on the playground as soon as the 2nd half bell rings and signals the first half teacher • Teacher actively supervises across assigned areas. • Reinforce students to stay in bounds and encourage safe play. • If you are on Area A play equipment, stay in the area and be proactive. If there are no children on the equipment, stay in the area and monitor Kitchen Garden, COLA and check the equipment area constantly. • K-2 Basketball courts duty needs to check L&N area and that equipment has been packed away properly. • If there is an incident, teachers must fill in the Sick Bay slip to send a student to Sick Bay. • If there is increased air pollution, students with medical issues will be supervised in the Library. • In extreme weather, students will be supervised in appropriate areas for safety.

Once school has finished at 3:20pm, students are to leave the grounds respectfully and following all regular school rules.

Playground Expectations

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> Follow the teacher's instructions Share friends, equipment and space Be mindful of each other's personal space 	<ul style="list-style-type: none"> Wear your hat Sit and eat in the designated areas until dismissed by staff. Use equipment and spaces safely Return equipment to the correct place 	<ul style="list-style-type: none"> Accept winning and losing graciously Keep our playground clean Play in the correct areas. Cooperate with your peers

Canteen

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> Say please and thank you Line up behind the yellow line at the bottom of the stairs in your grade Two people at the window After being served leave by the ramp or stairs at the side Place your rubbish in the bin 	<ul style="list-style-type: none"> Only line up if you are buying something Know what you want and how much it costs Only spend your money Sit in the correct areas and eat what you have purchased 	<ul style="list-style-type: none"> To be polite and cooperative Line up and be ready to be served Use the canteen at appropriate times Purchase items and return to correct areas promptly

Cyber City

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> Be respectful when lining up and walk sensibly into the computer lab when teacher on duty counts students into Cyber City. Treat computers with care. Leave the computer settings as you find them. Be polite when commenting on other students' work. Allow others to learn by working quietly and sensibly Consider the environment when printing paper. 	<ul style="list-style-type: none"> Keep your personal details and passwords private. Use your cyber-etiquette when online. Save your work in the correct place at the right time. Be accountable for the online choices you make. Only use approved websites. 	<ul style="list-style-type: none"> Be resilient and bounce back. If something doesn't work the first time, try to navigate another way. Use correct grammar and punctuation for formal documents. Try your best when using new skills. Be patient.

Stephanie Alexander Kitchen Garden Foundation

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> Remind others to respect our garden Walk through the garden Listen to teachers and volunteers Work cooperatively by taking turns Pick fruit and vegetables with permission from a teacher or volunteer Play ball games in other areas 	<ul style="list-style-type: none"> Put your tools and equipment away where they belong Put your fruit and vegetable scraps in the compost bins Recycle your rubbish at home Care for our chickens Return books to the 'Garden Library' Wear your hat 	<ul style="list-style-type: none"> To be curious about the garden by asking questions Taste new foods during lessons Be an ecologist by helping to take care of the garden

Expectations in the Hall

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> Follow instructions and procedures appropriate to the occasion. Stand and sit quietly. Actively listen, applaud and respond appropriately 	<ul style="list-style-type: none"> Enter and leave calmly. Keep aisles clear. Leave the hall clean and tidy. 	<ul style="list-style-type: none"> Aspire to be the most attentive, engage and settled class.

Toilets

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> Use the facilities responsibly. Use the toilet area appropriately and leave. Be water wise. Be mindful of personal space. 	<ul style="list-style-type: none"> Walk to and from the toilets. Use the toilet at appropriate times. Return to class promptly. Flush toilets after use. Wash hands with soap. 	<ul style="list-style-type: none"> Keep the toilet area neat and tidy. Report any concerns.

Using Digital Devices

RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none"> Ensure I have permission from a teacher or parent before logging on to a digital device. Only post content that is relevant to my learning. Use polite and positive language when posting or commenting. Only make changes to documents that I have permission to edit. Take care of devices and use them only for their intended purpose. 	<ul style="list-style-type: none"> Use my own Department of Education email and password to login. Protect my password and not share it with others, only my teacher/s and parents. Log off and shut down devices when I am finished my work. Report online content that is inappropriate, rude, unkind or makes me feel uncomfortable. Keep personal information private including; name, school, address and other contact details. 	<ul style="list-style-type: none"> Use Department of Education Applications for educational purposes only. Check Google Classroom regularly to make sure I complete all set tasks. Complete online and offline tasks set by my teacher/s to my best ability. Ensure my work is my own and reflects my understanding of learning. Always reference the source of someone else's work according to instructions from my teacher, such as in a bibliography.

Planned Responses to Positive Appropriate Behaviour, Inappropriate Behaviour and Behaviours of Concern, Including Bullying and Cyber-Bullying

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed, following the Manly West PS Behaviour Flow Chart. Staff consider whether the behaviour poses risk to the safety and/or wellbeing of the students and/or staff.

Manly West staff model, explicitly teach through our PBEL program, recognise and reinforce positive student behaviour and behavioural expectations. PBEL, The Anxiety Project (TAP) and our PDHPE syllabus consist of evidence-based strategies and outcomes used daily by teachers to teach self-regulation, reduce impulsivity, increase focus and strengthen peer networks.

Prevention of Negative Behaviours

Through our PBEL program, students are explicitly taught expected behaviours and referred to constantly. Teachers model behaviours and provide opportunities for practice through explicit lessons and when and where revision is needed. Students receive Expectation Cards and Minis for showing our School Expectations and are celebrated through our Award System at Assemblies.

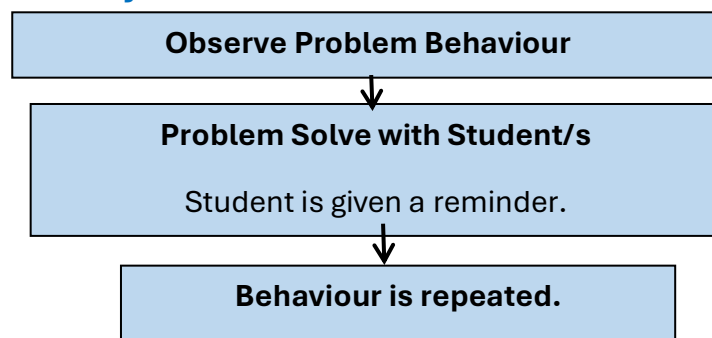
To support reinforcement of positive student behaviour and engagement, the use of verbal and non-verbal specific feedback is the most powerful way to:

- Support learners to focus or redirect towards positive behaviour
- Increase the likelihood that students will use the expected behaviours and skills in the future
- Decrease unexpected behaviour and reduce the need for corrective responses
- Enhance self-esteem and build an internal focus of control.

Responses to Serious Behaviours of Concern

Responses to minor and major incidents or behaviours of concern follow the Manly West PS Behaviour Flow Chart.

Manly West PS Behaviour Flow Chart



Minor Incidents (Orange Cards)	Procedure <i>Where appropriate</i> Classroom related:	Major Incidents (Yellow Cards)	Procedure <i>Where appropriate</i> Classroom related:
Examples but not limited to: <ul style="list-style-type: none"> ○ Out of bounds ○ Name calling / inappropriate verbal language ○ Physical contact (non-serious but inappropriate) ○ Deliberate defiance/being disrespectful/non-compliance ○ Persistent disruption ○ Exclusion ○ Persistently playing in an uncovered area without a hat ○ Inappropriate behaviour in the toilets (including playing) ○ Throwing objects ○ Climbing trees/fences ○ Riding bikes, scooters & skateboards through school ○ Persistent lateness to lines ○ Disruptions to games or harmony ○ Playing with sticks in a dangerous manner ○ Rough play ○ Spitting ○ Disruptive classroom behaviour ○ Misuse or inappropriate behaviour on devices 	<ol style="list-style-type: none"> 1. Teacher issues student with orange card & discusses incident with the student. 2. Class Teacher contacts parents depending on the incident, signs orange card and/or sends student & card to Assistant Principal (AP). 3. If sent to AP, AP discusses incident with the student and applies consequence if needed. 4. Orange cards uploaded to School Bytes by AP/DP. 5. DP, Learning Support Team & Class Teacher to monitor number of orange cards issued to each student. <p style="text-align: center;">Playground Related:</p> <ol style="list-style-type: none"> 1. Teacher who issued card to contact class teacher. 2. Teacher and/or AP calls parent if appropriate. 3. <i>Continue with above from Part 4.</i> 	Examples but not limited to: <ul style="list-style-type: none"> ○ Harassment/teasing/ taunting/threatening ○ Direct swearing at students or staff ○ Throwing objects at a student or staff ○ Physical and dangerous play (e.g. wrestling, tackling, biting, pushing, tripping, hitting, kicking, fighting) ○ Bullying (verbal, physical, psychological, social or cyber) ○ Encouraging an act of violence or inappropriate behaviour ○ Leaving school grounds ○ Open defiance or disrespect/ rudeness/ swearing/ lying/ verbal abuse to a person in authority ○ Stealing ○ Deliberate damage to personal or school property ○ Continuous inappropriate or misbehaviour where multiple Orange Cards have been given. ○ Cyber bullying and/or misbehaviour on digital devices. ○ Cyber bullying 	<ol style="list-style-type: none"> 1. Teacher issues student with yellow card & discusses incident with the student. 2. Class Teacher signs yellow card and takes student & card to AP to sign ASAP. 3. Teacher to call parent/carer to discuss incident. AP/DP to call/support when needed. 4. Teacher sends card and student to AP/DP. 5. Consequence is followed through by AP/DP and added to School Bytes. <p style="text-align: center;">Playground Related:</p> <ol style="list-style-type: none"> 1. Teacher on duty fills out yellow card, sends child and card to the DP. 2. DP to follow up with AP and class teacher. 3. AP/DP calls parent and follows through with consequence. 4. Yellow cards uploaded to School Bytes by AP/DP. 5. DP, Learning Support Team & Class Teacher monitor number of yellow cards issued to each student.

As part of our Student Welfare processes, Orange and Yellow Card data is monitored by our Learning and Support Team, Deputy Principals (DP) and school Executive. If a student receives numerous Orange or Yellow Cards, relevant staff (classroom teacher, Assistant Principal, DP, Principal) will meet with the Learning and Support Team to discuss a further plan of action. Adjustments may include an Individual Behaviour Program with risk assessment, in class support, playground modifications, access to external resources and personnel and a discussion with parents/caregivers. A formal 'Caution of Suspension Letter' may be issued with a caution period of up to 50 school days.

Each student and situation are to be considered on a case-by-case basis and dealt with accordingly, in line with the NSW DoE Student Behaviour Policy, Manly West Student Welfare Policy (including MWPS Discipline Policy, Anti Bullying Plan) and the Student Behaviour Code. With issues dealing with cyber or messaging problems, Manly West strongly recommends parent of students to use age appropriate social media apps and messaging services, as supported by the eSafety Commissioner with constant parental supervision.

Behaviour – Orange and Yellow Cards

Minor Incident – Orange Card

- Incidents may need student/s to write an account of what has happened to ensure all perspectives are understood.
- Orange Card is completed by the teacher who witnessed or was supervising the student. The teacher may have a reflective conversation with the student and/or the student will be sent to the Executive supervising the grade/ stage.
- The teacher or grade supervisor will discuss the incident with the student by referencing the School PBEL Expectations to reflect on the situation and encourage the student to make more positive choices.
- The Orange Card will then be sent to the Deputy Principal for data collection.
- Reflection (oral or written) to be discussed and completed with each student.

<p style="text-align: center;">BEHAVIOUR CARD</p> <p>Name: _____</p> <p>Class: _____ Date: _____ Day: _____</p> <p>Time/session incident occurred: _____</p> <p>Location of incident: _____</p> <p>Details of incident: _____</p> <p>_____</p> <p>_____</p> <p>Reporting Teacher's name: (print) _____</p> <p>Student acknowledgment <input type="checkbox"/> Classroom teacher initials: _____</p> <p>Exec initials: _____ Parent called: (circle) yes no</p> <p>Consequence on back of card <input type="checkbox"/> Recorded in Excel sheet <input type="checkbox"/></p>	<p style="text-align: center;">BEHAVIOUR CARD</p> <p>Follow up/ consequence: _____</p> <p>_____</p> <p>_____</p> <p>By whom? _____</p> <p>Comments: _____</p> <p>_____</p>
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Major Incident - Yellow Card

- Incidents may need student/s to write an account of what has happened to ensure all perspectives are understood.
- Yellow Card is completed by the teacher who witnessed or was supervising the student. Where necessary, the teacher will have the students involved write a recount of events. The teacher may have a reflective conversation with the student and/or the student will be sent to the Executive supervising the grade/ stage.
- The Executive will discuss the incident with the student and will also inform parents/carers.
- Student will complete an expectation reflection task sheet or have a reflective conversation with the student during lunchtime with Executive.
- Yellow Card will then be sent to the Deputy Principal for data collection.

<p style="text-align: center;">BEHAVIOUR CARD</p> <p>Name: _____</p> <p>Class: _____ Date: _____ Day: _____</p> <p>Time/session incident occurred: _____</p> <p>Location of incident: _____</p> <p>Details of incident: _____</p> <p>_____</p> <p>_____</p> <p>Reporting Teacher's name: (print) _____</p> <p>Student acknowledgment <input type="checkbox"/> Classroom teacher initials: _____</p> <p>Exec initials: _____ Parent called: (circle) yes no</p> <p>Consequence on back of card <input type="checkbox"/> Recorded in Excel sheet <input type="checkbox"/></p>	<p style="text-align: center;">BEHAVIOUR CARD</p> <p>Follow up/ consequence: _____</p> <p>_____</p> <p>_____</p> <p>By whom? _____</p> <p>Comments: _____</p> <p>_____</p>
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Consequences, Reflection and Restorative Practices

Consequences for students receiving a Yellow Card are dependent on the negative behaviour. Students that receive multiple Yellow Cards in a short space of time may be given consequences to reflect the impact of their behaviour. The Principal and the Learning and Support Team analyses and monitors Behaviour data and collectively decides on appropriate outcomes for each student on a case-by-case basis. Procedures and consequences may include:

- **Written documentation**
 - Students write an account (or scribed when needed) of what has happened from their point of view. All students involved in the situation will have their voice heard through this strategy.
- **Reflection time/Off the playground**
 - Students are off the playground for one or more lunchtimes, depending on the individual situation, and supervised by a school executive.
 - Students will be provided time to eat their lunch and use the bathrooms when they are off the playground.
 - Reflection time at Recess is only used in particular situations where it is deemed necessary for the student to be off the playground for their own or others' safety.
- **Restorative practices**
 - Conflict resolution support when needed between students. Students will be mentored, guided and supervised by MWPS staff to work through conflict in a respectful and responsible manner.
 - Social emotional learning where students are supported to:
 - Recognise and manage emotions.
 - Develop care and concern for others.
 - Establish positive relationships.
 - Make responsible decisions.
 - Handle challenging situations.
- Attendance at incursions, excursions and extra-curricular activities including PSSA participation will be reviewed by the Principal and the Learning and Support Team.

Suspension

Suspension from Manly West School is in line with the Department of Education (DoE) Inclusive, Engaging and Respectful Schools Policy. <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06>

At Manly West PS, we have high expectations of student behaviour and follow the DoE's Behaviour Code for Students. If a student has persistent misbehaviour and receives multiple Yellow Cards in a short space of time, the Principal will consult with the Deputy Principals and the Learning and Support Team and review the student's data. If a student participates in serious acts of bullying, cyber bullying or physical violence towards other students, staff and parents, the Principal may issue a formal caution of suspension, in writing, to the parents or caregivers. The purpose of the formal warning is for the student and their parents/caregivers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies. A formal caution may be given for up to 50 school days from the date that caution is issued. This cannot be carried over into the next calendar year unless consultation has occurred with the Direction, Educational Leadership as per DoE guidelines. In instances where an incident is very serious, a suspension may be given without issuing a formal caution due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning.

Grounds for suspending a student include but are not limited to:

- Continued/persistent disobedience and/or disruptive behaviour.
- Malicious damage to or theft of property.
- Verbal abuse.
- Bullying or cyberbullying.
- Misuse of technology.
- Discrimination.

The duration of a suspension will be made with consideration of the appropriate amount of time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration may be:

- Up to 5 consecutive days for students in K-Year 2.
- Up to 10 consecutive days for students in Year 3-6.

Where a suspension with fewer days than up to 5 days for Kindergarten to Year 2 students and 10 days for Years 3-6 students, it may be increased in length up to the maximum days if required without it being considered an extension. However, if the number of consecutive days are insufficient to implement appropriate supports for the student, the Principal may extend the suspension for up to 5 additional school days.

When returning from suspension, the student and parents/caregivers will have a Resolution Meeting to discuss the student's behaviour. The Principal, Deputy Principal, School Psychologist/School Counsellor and classroom teacher (where appropriate) will attend the meeting to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the DoE's Behaviour Code for Students.
- understands the impacts their behaviour had on others.
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A return to school will involve:

- Documenting outcomes from the meeting.
- Where required, a risk assessment to minimize and manage the physical and psychological hazards that the student may pose to themselves, students, staff or other persons.