

STUDENT WELLBEING AND DISCIPLINE



Jannali East
Public School

Jannali East Public School

Student Wellbeing and Discipline Policy

Our mission

As safe, respectful learners at Jannali East Public School, we learn and play safely, respecting and including others.

This is our school.

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Jannali East Public School

Student Wellbeing and Discipline Policy

1 Purpose

Our Student Wellbeing and Discipline Policy outlines how Jannali East Public School meets the personal, social and learning needs of students.

It is developed in conjunction with, and is supported by the following Department documents:

- Attendance Policy
- Suspension and Expulsion Policy
- Student Wellbeing Framework
- Homework Policy
- BYOD Policy
- Anti-Bullying Plan
- Health Care Policy and Procedures
- Gifted and Talented Policy
- Disability Discrimination Act

Our aim at Jannali East Public School is to create a safe, caring environment in which students are nurtured as they learn.

Opportunities are provided for students to enjoy success and recognition, make a useful contribution to the life of the school and achieve their personal best.

To provide this effective learning and teaching environment our Student Wellbeing and Discipline Policy recognises that students learn most effectively in a positive, safe and calm environment. This policy is designed to help students achieve the school's expectations of being safe, respectful learners.

2 Strategies

Strategies to promote student wellbeing, consistent with the Department guidelines are:

Effective Learning and Teaching

- Students are encouraged to take responsibility for their own learning and behaviour.
- Teaching and learning programs will cater for the individual learning needs of students and be supported by the Learning and Support Team.
- Opportunities are given to parents and carers to discuss learning programs, student behaviour and progress.

Positive Climate and Good Discipline

- The wellbeing, safety and health of students and other community members as well as principles of equity and justice will be priorities in all school policies, programs and practices.
- The school's expectations provide clear guidelines for behaviour which are known by staff, students and parents.
- The school is a disciplined, ordered and cohesive community where individuals take responsibility for their actions and work together.
- The school will be an inclusive environment which affirms diversity and respects difference.

Community Participation

- The school acknowledges parents and carers as partners and they share a commitment to supporting students in taking responsibility for their actions and developing respectful relationships.
- The school respects the values of the community and welcomes the

participation of community members in the life of the school.

3 Responsibilities

The Principal ensures:

- a commitment to student wellbeing underpins all of the policies and activities of the school,
- a regular review of policies related to student wellbeing, and
- the staff, parents and students are assisted to develop strategies for addressing student wellbeing and discipline needs with the aim of supporting the development of caring, respectful future citizens.

Teaching and Support Staff:

- contribute to the provision of a caring, well managed, safe environment for all students, staff and parents,
- create an environment where students feel happy and secure,
- implement strategies to promote effective learning for individual students,
- implement practices that promote good discipline and effective learning,
- follow the school policy guidelines for dealing with unacceptable behaviour,
- recognise and promote student achievement, and
- welcome parents to the school and keep them informed of the progress of their children.

The Students:

- act according to the Student Wellbeing and Discipline Policy established by the school community,

- know and follow the school's expectations for being a safe, respectful learner,
- participate actively in their learning,
- resolve conflict in a peaceful and restorative manner,
- play an active role in shaping the school's daily life,
- display courtesy and respect to other students, staff and to all members of the school community,
- are expected to treat others as they would like to be treated,
- adhere to expectations regarding school uniform as determined by the school community,
- uphold the school's values, and
- work towards achieving their personal best.





Parents / Carers:

- accept and support their shared responsibility for the wellbeing, discipline and education of the students, and
- support the school in the implementation of the Student Wellbeing and Discipline Policy and other school policies.

4 Student Expectations

Students are expected to be safe, respectful learners. A matrix has been developed for expected student behaviour in all settings.

Expectation and Behaviour Matrix

Expectations 	All Settings Classroom Assembly Library Playground		Playground	Canteen	Cyberspace
SAFE 	<p>Hands and feet to yourself</p> <p>Be in the right place at the right time</p> <p>Move safely and stay in playground area</p> <p>Tell a teacher if you feel unsafe</p>		<p>Stay in bounds</p> <p>Play with the right equipment in the right place</p> <p>Leave rocks/sticks on the ground</p> <p>Always wear your hat</p>	<p>Look after my money</p> <p>Stand in my own spot in line</p>	<p>Report any strange emails or websites</p> <p>Keep your personal details private</p>
RESPECTFUL 	<p>Listen</p> <p>Look at the speaker</p> <p>Care for all belongings</p> <p>Take turns</p> <p>Finish work</p> <p>Play fair</p> <p>Include others</p>		<p>Put all rubbish in the bins</p> <p>Put equipment away</p>	<p>Wait your turn</p> <p>Say please and thank you</p>	<p>Only send friendly emails</p>
LEARNERS 	<p>Listen</p> <p>Be ready to learn</p> <p>Participate</p> <p>Ask the teacher for help</p> <p>Work to your best ability</p>		<p>Teach others games/rules</p> <p>Include others</p>	<p>Be ready to order</p>	<p>Share resourceful sites</p>

4.1 Student Uniform Expectations

Wearing a uniform shows unity and respect for the school. At Jannali East Public School, all students are expected to wear a uniform at all times. We have a “no hat, play in the shade” policy. If a student does not wear a school hat, he or she must remain in a designated shade area. If a student is unable to wear any article of the school uniform due to unforeseen circumstances, a note must be written to the Principal or Class Teacher explaining the reason. Excessive jewellery is not a part of our school uniform. Students may wear simple studs and sleeper earrings and a watch. No jewellery can be worn to PSSA. The school will not accept responsibility for any loss or damage to items of jewellery brought to school.

Black leather shoes are required school uniform, however students may wear joggers on sports days. Your support in maintaining the high regard in which the school is held is appreciated.

All clothing should be clearly marked with the owner’s name, including hats, bags jackets and shoes.

4.2 Representational Expectations - Code of Conduct for Sport

Representing Jannali East Public School in organised or competitive sport is an honour and a privilege. To be a part of any group leaving the school, students are expected to behave appropriately at all times. This includes PSSA and while representing our school at any sporting event.

Parents and students are expected to abide by a code of conduct handed to each student prior to participating in PSSA. A breach of the code of conduct is a serious issue and will result in consequences which may include the student not being permitted to be a part of any school team.

4.3 Personal Property, and Expectations regarding Mobile Phones and Other Electronic Devices

Jannali East Public School follows the Department’s Policy on Bringing Your Own Devices (**BYOD**). Personal property such as electronic devices are to be used explicitly for learning activities.

Electronic devices and mobile phones must NOT be used by students at ANY TIME where students are under the care of teaching staff unless directed to do so by a staff member. Electronic devices, including mobile phones, are NOT permitted on overnight excursions.

The use of electronic devices and mobile phones includes:

- phone calls,
- SMS, text or picture messaging,
- playing games,
- internet access,
- audio recording,
- video recording,
- taking photographs,
- Bluetooth, wireless or data transfer,
- sharing photographs, audio or video files,
- downloading multimedia content (ringtones, games etc...), and
- the use of extra functions such as calculator, clock, timer, stopwatch, alarm clock, calendar, organiser, currency conversion, radio etc...).

It is the responsibility of each student to ensure the safety of his/her electronic device or mobile phone. Mobile phones are required to be kept inside the student’s schoolbag and turned off at all times. This applies to any school activities (such as excursions, camps, performances or sport days) that are organised by or affiliated with Jannali East Public School.

Students must comply with the school's Internet Code of Conduct. Inappropriate use of the internet either during school times or out of school times may result in restricted use of technology as a learning tool and/or further sanctions or consequences, including referral to the police.

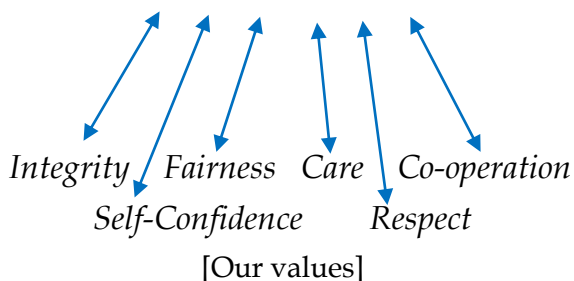
The school accepts NO RESPONSIBILITY for any loss or damage to any item brought to school by a student or a member of his/her family.

5 Student Achievement

5.1 Acknowledging & Rewarding Student Achievement

Our school believes strongly in acknowledging and rewarding positive student behaviour, work habits and achievements. We consistently encourage students to uphold our school values which form the foundation of our school expectations - that students are safe, respectful learners.

Safe, Respectful Learners



Owl reward chart

Teachers use a variety of ways to reinforce and encourage the school's values. These include verbal and non-verbal reinforcement. Each class clearly displays the school's expectations. Teachers utilise a class-based Owl Reward Chart which is used to acknowledge and reward positive behaviour, attitude and achievement in the classroom and during other learning activities.

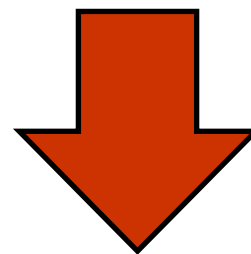
When the Owl Reward Chart is completed students are awarded a Bronze Award in class.



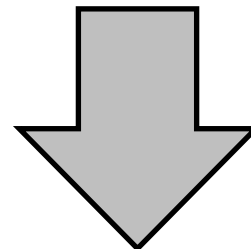
School "Owlies"

School "Owlies" are special cards that students receive for demonstrating that they are Safe, Respectful Learners. They may be received in RFF, library, sport, assembly or in the playground. These are then given to the class teacher in exchange for a reward on their Owl Reward Chart.

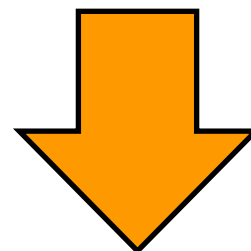
5.2 Whole School Award System



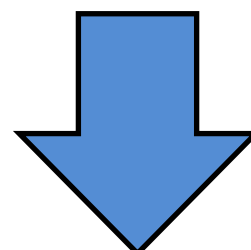
When a child completes an Owl Reward Chart he/she receives a Bronze Award in class.



When a child accrues 3 Bronze Awards, he/she receives a Silver Award at assembly.



When a child accrues 3 Silver Awards, he/she receives a Gold Award and hat patch at assembly.



When a child accrues 3 Gold Awards, he/she receives a Principal's Award at assembly.

Awards are accumulated throughout the school year and continue into consecutive years. Students are responsible for the safe keeping of awards and presenting them to their class teacher. Teachers will keep Owl Reward Charts as a record.

5.3 Presentation Day Awards

Class awards and school awards for achievement in the academic, cultural and sporting areas are received in the form of certificates and medallions at the school's Presentation Day ceremony at the end of the year. Certificates of school service are also presented.

Class awards are given for academic achievement, improvement, consistent effort and citizenship.

Sports awards are presented for athletics, swimming and PSSA, and the winning school sports house.

Cultural awards are presented for choir, debating, public speaking, school service, band and dance.

Honour Board awards are presented to Year 6 students for: dux, citizenship, sporting and cultural achievement.

The recipient of the Lynette Markman Citizenship award also has the honour of having his/her name recorded on the Honour Board.

6 Managing Behaviour

Good discipline and high expectations optimises and supports student learning. Managing inappropriate behaviour is based on a fair and consistent approach in all school settings. Teachers use a consistent warning system that allows students time to rectify inappropriate behaviour.

Persistent inappropriate behaviour results in the students being given time to reflect on their behaviour in the classroom and, if needed, time in an Executive staff member's classroom and may result in time off the playground. Parents will be informed of persistent misbehaviour. As part of our school's Student Wellbeing and Discipline Policy we use the process of **Restorative Practice**. The aim of Restorative Practice is to encourage the use of restorative approaches to manage conflict by focusing on repairing harm,

developing understanding and improving relationships.

6.1 Positive Behaviour for Learning

At Jannali East Public School we follow Positive Behaviour for Learning (PBL) guidelines.

Students at Jannali East are expected to be *Safe, Respectful Learners*.

Student expectations are displayed and are explicitly taught so that the students, staff and parents/carers are using a common language. These expectations have their foundation in our school values.

6.2 Procedures for dealing with Unacceptable Behaviour in the Classroom and Playground

Behaviour continuums have been developed for consistency of behaviour management in both the classroom and the playground.

- Classroom Behaviour Continuum, see **Schedule A**
- Playground Behaviour Continuum, see **Schedule B**

They outline the type of inappropriate behaviour and the actions for all staff to carry out.

All behaviour that requires Thinking Space (Time Out) is recorded in either the Playground Behaviour Book or the Classroom Behaviour Book. The Playground Behaviour Book will be with the teacher on the top playground duty and reviewed by the Executive weekly.

6.3 Classroom Behaviour Book

All teachers have an orange Classroom Behaviour Book which is used to record and date all behaviours where a student has been placed into **Thinking Space** and or sent to **Work It Out**.

6.4 Playground Behaviour Book

The orange playground behaviour book is used to record and date all behaviours where a student has demonstrated

Orange Zone behaviour requiring Thinking Space. It will always be located with the primary teacher.

7 Anti-bullying

Jannali East Public School rejects all forms of bullying behaviours, including online (or cyber) bullying, by maintaining a commitment to providing a safe, respectful learning community that promotes student wellbeing.

The term 'bullying' has a specific meaning. The school's Anti-bullying Plan (available on the school website) sets out the processes for preventing student bullying. The school has a range of policies and practices, including welfare and discipline practices, to prevent and respond to student bullying, and that apply to student behaviour generally.

7.1 What is bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

Bullying behaviour is repeated and can be:

- **verbal**, eg. name calling, teasing, abuse, putdowns, sarcasm, insults, threats,
- **physical**, eg. hitting, punching, kicking, scratching, tripping, spitting,

- **social**, eg. ignoring, excluding, ostracising, alienating, making inappropriate gestures,
- **psychological**, eg. spreading rumours, dirty looks, hiding or damaging possessions, or
- **cyber bullying**, eg. using technology such as mobile phones and the internet to cause harm or damage their reputation, accessing another person's account (like Facebook, Instagram) or pretending to be another person while online, posting or uploading inappropriate images or images of another person without his/her consent.

7.2 It's a shared responsibility

Schools exist in a society where incidents of bullying may occur. Prevent and responding to bullying behaviour in learning and working environments is a shared responsibility of all department staff, students, parents, carers and members of the wider school community, as part of the responsibilities outlined above in section 3.

School staff have a responsibility to:

- respect and support students,
- model and promote appropriate behaviour,
- know school and departmental policies relating to bullying behaviour, and
- respond in a timely manner to incidents of bullying.

In addition, teachers have a responsibility to provide curriculum and training that support students to develop an understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to:

- behave appropriately, respecting individual differences and diversity,

- behave as responsible digital citizens,
- follow the school's Wellbeing and Discipline Policy ,
- behave as responsible bystanders, and
- report incidents of bullying.

Parents and carers have a responsibility to:

- support their children to become responsible citizens and to develop responsible online behaviour,
- be aware of this policy, the school's wellbeing programs and Anti-bullying Plan and assist their children in understanding bullying behaviour,
- report incidents of school related bullying behaviour to the school,
- support their children in developing positive responses to incidents of bullying consistent with this policy, and
- work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community,
- support this policy, the school's wellbeing programs and Anti-bullying Plan through words and actions, and
- work collaboratively with the school to resolve incidents of bullying when they occur.

7.3 Prevention

Jannali East Public School students participate in lessons to support them in developing resilience, and dealing with

bullying if it occurs. Programs for bullying prevention may include:

- Positive Behaviour for Learning lessons that teach the school's values and expectations regarding being a safe, respectful learner,
- Resilience, eg. Bounce Back lessons,
- Child Protection,
- Restorative Practices,
- Anti-Bullying lessons, and
- CyberSafety lessons and the appropriate use of technology and social media.

Other strategies include:

- an active PBL committee ,
- consistent recognition and promotion of appropriate behaviour,
- clear expectations of behaviour and consequences,
- a staff member nominated as the anti-bullying contact person,
- an active Student Representative Council (SRC) and student leadership programs,
- communication with parents and carers, and
- individual support plans for students at risk.

7.4 Early Intervention

Early detection of students at risk of being bullied or bullying others is an important step in the prevention of bullying.

This is addressed through:

- discussion at enrolment,
- meetings with parents or carers,
- teacher observation,
- liaison with pre-school / previous school before enrolment,
- observations in pre-school setting,
- sharing of information / advice from multidisciplinary team supporting the child, and

- referral to Learning Support Team.

7.5 Procedures for Reporting Bullying

It is everyone's responsibility to report bullying. When a report is made, a meeting may be held between the reporter and the principal and/or assistant principal and another staff member to collect information.

Where a student has been clearly displaying bullying behaviour, the behaviour is documented and the parent/carer is contacted. The child has some time off the playground to consider their actions and to develop a plan to rectify the situation and change the behaviour displayed. This may include, but is not limited to: counselling, a social skills program, or restorative conversation. It may also necessitate contact with outside agencies such as the Child Wellbeing Unit or Family and Community Services.

The children involved are offered counselling and provided with support and strategies to address the bullying.

It is important for everyone to work together to support victims and perpetrators of bullying. It can sometimes be difficult for parents/carers to hear information about their child – whether the child has behaved inappropriately or has been a victim of bullying. In all instances, the school will follow the Department's policies and procedures in a timely manner.

Should a concern or complaint arise regarding the procedures, the Department's policy for complaint handling should be followed.

If it is believed that:

- There has been a breach of the law, the school will refer the incident to the police.
- The student is at risk of significant harm, the school will refer to the

Child Well Being Unit and/or Family and Community Services.

The school takes threats, intimidation, assaults and harassment from parents/carers seriously and reports such incidents to the police.

7.6 Bystander Behaviour

We all have a right and responsibility to:

- feel safe and happy,
- help others feel safe and happy,
- treat everyone with respect, and
- report bullying and bullies.

If you are not being bullied but you are aware of someone who is OR you know of someone who is displaying bullying behaviour you can do something about it - tell an adult who is able to provide advice and support.

Those who bully need help too. That is why it is best to report bullying so that something can be done about it.

7.7 Communication

School policies and procedures are discussed at School Council meetings and communicated through the school newsletter, parent/carer information sessions, at P&C meetings and/or via the school's website.

The school uses a variety of data collection procedures to identify patterns of behaviour as well as their frequency, intensity and duration. Academic achievement, attendance and positive behaviour are also monitored and the data collected is used by the Learning and Support and PBL teams for future planning. The combined data assists staff teams to provide clear and concise information about incidences of bullying and bullying-related behaviour. This information is used to monitor and evaluate the effectiveness of the school's wellbeing programs within the school.

8 Suspension and Exclusion Policy

The Principal, or delegate, will follow the Department's Suspension and Exclusion Policy for any student who commits the following offences:

- Possession of a suspected illegal substance.
- Intentionally causing injury or threatening serious violence against another student, a teacher or member of the school community.
- Possession of a prohibited weapon or using, or threatening to use, any item or instrument as a weapon.
- In their relationship with staff or members of the school community is persistently disobedient, insolent or engages in verbal harassment and abuse.
- Persistently disrupts and prevents the learning and teaching of others may be suspended after school based intervention has failed.
- Demonstrates behaviour that is criminal, or there is evidence of a suspected crime.

As long as the behaviour is unacceptable, the student's continued enrolment will be in jeopardy.

If short suspensions have not resolved the problem, or the misbehaviour is so serious as to warrant a long suspension, the Principal may impose a long suspension of up to and including 20 school days.

In extreme circumstances, the Principal may expel a student from the school or may make a submission to the Secretary recommending the expulsion of a student from the Government School System.

The Principal will ensure, except as a result of a most serious incident, that all appropriate student welfare strategies

and discipline options have been implemented and documented prior to expelling a student from the school because of misbehaviour.

9 Playground Zones

9.1 Before School Boundaries: 8:30 - 9:00am

K - 6

The playground areas in the morning are the Top and Middle areas, bordered by a red line outside 5/6H and a red line near canteen. Students may move between both playgrounds.

Middle Playground

Also encompasses the basketball court: handball only to be played in this area.

Top Playground

Students are not to be in the bush area, but may sit on the rock ledge at the end of 5/6H, not past the red line at the end of 5/6H classroom and the Hall.

Basketball shooting can be played using the netball posts. Handball can also be played in this area.

Toilets

Only the top toilets and wash sheds to be used at this time.

Verandahs

Students arriving early are to sit on the verandah nearest to their classroom until the teacher is on duty at 8:30am.

Verandahs can also be used at this time for quiet games or reading.

All rooms to be locked unless a teacher is in their room.

9.2 Lunch Boundaries: 11:00 - 11:45am

Bottom Playground

K-2 - The area between the cubby house and the library. Basketball shooting, handball and soccer wall kicks allowed.

Basketball

K-2 – Not to go beyond the red line at the end of 5/6H.

Middle COLA

K-2 – Outside Kindergarten room used for skipping, handball or minor games.

Grass

3-6 – Grassed Area. Driveway, Recycling Bins and behind toilets are out of bounds. Running games and large ball games are permitted in this area.

Toilets

K-2 = K-2 toilets, 3-6 = 3-6 toilets.
Grass between the toilets is out of bounds.

Quiet Play Boundaries – Lunch Only

Students in quiet play have the area next to the library, not behind the library. Only quiet play equipment is to be used in this area.

Moving through this area to the soccer field is out of bounds.

9.3 Fruitbreak Boundaries: 1:15 – 1:45pm

Grass

K-2 – Grassed Area. Driveway, Recycling Bins and behind toilets are out of bounds.

Bottom Playground

3-6 – The area between the cubby house and the library. Basketball shooting and handball in this area.

Basketball Court

3-6 – Not to go beyond the red line at the end of 5/6H.

Middle COLA

3-6 – Outside Kindergarten room used for skipping, handball or minor games.

Toilets

K-2 = K-2 toilets, 3-6 = 3-6 toilets.

Grass between toilets is out of bounds.

9.4 Moving to Lines after Lunch and Fruitbreak

K – 2

Students move directly to lines under COLA on bottom playground.

3 – 6

Students must move directly to lines either via the toilets or between the Kinder / Stage 1 block.

10 Further information

For further information, or should you have any questions, about the Student Wellbeing and Discipline Policy, please contact the Principal:

Jannali East Public School
500 Box Road,
Jannali NSW 2226

Telephone
9528 8101

Email
jannalie-p.school@det.nsw.edu.au



Education

Schedule A - Jannali East Public School Classroom Behaviour Continuum

What is student behaviour at this point?	Consequences	Teacher Language / Action (Executive)	
Safe, Respectful Learner	Following expectations. Consistent on task behaviour.	Verbal Praise. Class rewards as appropriate.	Praise as appropriate indicating Safe, Respectful Learner expectations.
Make Better Choices - YELLOW ZONE	Low level disruption. Failure to settle into class work after redirection.	Teacher gives a redirection and reminder of expected behaviour. Student's name is moved down to this zone.	Show/Tell me what you are meant to be doing now. How can I help you do that? Remind student they will go to Thinking Space if they don't settle into routine.
Thinking Space - ORANGE ZONE	Ignoring teacher's instructions after previous reminder. Continual disruption.	Time out of the main body of class – quiet area in room for 5 -10 minutes. Student to think about behaviour and choices they are making. Student moved down to this zone. Behaviour recorded in the class Orange Behaviour Book by classroom teacher.	Take some time to think about what you're doing and what other choices you can make. Remind student that continual disruption will see them being sent to the Executive Teacher's Class.
Work it Out - RED ZONE	Continual non-compliant behaviour. Disrupting the learning of others.	Student moved to this zone. A buddy to accompany student to Executive class. Student to take class work to complete in Executive class and remains there until next break. Class teacher completes the behaviour book and sends with buddy to Executive teacher. Student completes reflection sheet. Restorative discussion with Executive, class teacher and student at end of session.	Student completes reflection sheet. Restorative discussion with Executive, class teacher and student/students at end of session. Executive to reorganise playground duties if needed. What happened? What were you thinking at the time? How has that made you feel? Which expectation do you need to work on? What can you do to improve in this area? How are you going to make it right? Parents may be informed of incident. Record incident in the data base. Student then goes to break time in the playground if issues resolved.
Further Support Required	3 Orange Zones in a week – recorded as Red Zone Behaviour	Student completes reflection sheet. Restorative discussion with Executive, class teacher and student at end of session.	Restorative Discussion as for Work it Out . Playground behaviour reviewed weekly in Executive meetings.
	2 Red Zones in a Term	Loss of Privileges. LST intervention meeting. Parent Meeting.	Student Monitored.

Schedule B - Jannali East Public School Playground Behaviour Continuum

What is student behaviour at this point?		Consequences	Teacher Language / Action (Executive)
YELLOW ZONE	Unsafe	Students redirected by the teacher.	Teacher redirects student behaviour. Inform student of the consequences of continued behaviour. Refer to Expectations: are you being safe/respectful?
	Unintentional rough play Out of Bounds		
	Disrespectful		
	Deliberate lateness to lines Littering		
ORANGE ZONE	Unsafe	Thinking Space – Time off the playground: 5 – 10 mins.	Teacher nominates a place in the area they are on duty within their vision. Record behaviour in Orange Playground Book. Teacher has Restorative discussion with student informing them what will happen if the behaviour continues.
	Aggressive Play		
	Disrespectful		
	Swearing at students Consistent non compliance Ignoring/arguing with teacher instructions Disrespectful comments to students		
RED ZONE	Unsafe	Send student to Principal/Executive or send for help. Student completes reflection sheet. Restorative discussion with student/s.	Restorative discussion with student/s Contact parents to inform of incident. Record incident in Data Base. Student off the playground for a period of time. Reflection sheet and incident kept in Red Zone Folder for each stage.
	Physical Violence to students and teachers Absconding from school grounds		
	Disrespectful		
	Racism/Discrimination Swearing at Staff Damage to school property Bullying Inappropriate Exposure		
<p>Playground Behaviour Book (Orange) – brought to the playground each day by School Captain or Prefect and given to the primary teacher on duty. All teachers on duty record their own incident and the book returned to Stage 3 Classroom at the end of lunch. The teacher recording an incident MUST inform the class teacher at the end of break time. Executive to check entries in Playground Behaviour Book each week.</p>			