



FREEMANS REACH PUBLIC SCHOOL

Wellbeing Policy

Behaviour Support and Management Plan

Date of Implementation	January 2023
Date of Review	2024
Related Policies	Anti-Bullying Physical Education/Personal Development/Health Curriculum document Protecting and Supporting Children and Young People Policy Anti-Discrimination Policy Disability Standards 2005 and Disability Act 1992 Student Attendance Policy School Uniform Policy WH&S Policy
Evidence of Implementation	Behaviour Reflection Sheets Records of student awards Records for suspension – EBS4 PDHPE Scope and Sequence School Newsletters School Website Sentral – awards, behaviour

Contents

1. Rationale
2. What Is Student Wellbeing?
3. Outcomes of the policy and School Expectations
4. Policy Implementation
5. Playground Behaviour
6. Anti-Bullying Processes and Procedures
7. Anti-racism Processes and Procedures
8. Positive Behaviour for Learning (PBL)
 - 8.1 Merit System
 - 8.2 Behaviour Level System
9. Discipline Procedures- Behaviours/Consequences
10. Recording using Sentral
11. Overview explanation of Level System
 - 11.1 What do the levels look like?

1. RATIONALE

At Freemans Reach Public School the children are encouraged towards self-discipline by positive, optimistic and caring attitudes of staff and parents. The children are expected to have appropriate standards of obedience, fairness, honesty and politeness. The school endeavours to supplement the work of the home by providing an environment which fosters such qualities as courtesy, respect, responsibility, tolerance and inclusion, and the ability to work and play with others. When parents enrol their children at school they enter a partnership with the staff which is based on shared responsibility and mutual respect. This partnership should aim at achieving effective learning and good discipline so that the school environment is both productive and harmonious.

Inclusive, engaging and respectful schools ensures every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school.

12. WHAT IS STUDENT WELLBEING?

- Encompasses everything the school community does to meet the personal, social, emotional and learning needs of the students
- Creates a safe, caring school environment in which students are nurtured as they learn
- Incorporates effective discipline
- Incorporates preventative health and social skills programs
- Stresses the value of collaborative early intervention when problems are identified
- Provides ongoing educational support services to students
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promotes harmony
- Recognise the role that the school plays as a resource in linking families with community support services
- Is achieved through effective delivery of school curriculum
- Provides opportunities for students to:
 - Enjoy success and recognition
 - Enjoy learning
 - Make a useful contribution to school life
 - Develop self-discipline and responsible decision making
 - Develop confidence and positive self esteem
 - Show courtesy, care and respect for each other

13. OUTCOMES OF THE POLICY

Through implementing our Wellbeing Policy, the following outcomes are anticipated:

- Responsible work habits, attitudes and behaviours will be developed
- A stable, safe, fair and ordered school environment will be provided
- Positive practices will be emphasised to develop responsible student behaviour
- Staff and the community will contribute to the positive tone and direction of the school

SCHOOL EXPECTATIONS

Be safe

Be respectful

Be a good learner

Be environmentally friendly

14. POLICY IMPLEMENTATIONS

- Staff will read, understand and implement the policy as stated
- The Behaviour Levels System, Merit Award System and the School Expectations are to be displayed in classrooms and common areas
- Students are to be familiar with the steps and consequences of the policy and to learn to take responsibility for their actions
- Executive staff will plan with teachers, strategies to handle discipline problems
- A meeting will be held with all staff in Term 1 of each year to outline the policy
- Parents will receive the explanation of behaviour levels and merit levels when children are enrolled
- An explanation of the behaviour levels and merit levels will be published in the school newsletter at the beginning of each year

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

<p>In the Classroom</p> <ul style="list-style-type: none"> ❖ Organisation of environment, resources and documentation ❖ Preparation of lesson content and resources ❖ Lessons appropriate to students' ability levels ❖ Appropriate student grouping ❖ Effective programming ❖ Efficient and effective assessment procedures ❖ Regular reinforcement of rules, incentives and consequences ❖ Consistency and fairness in managing students ❖ Creation of a positive atmosphere ❖ Modelling of respect for others ❖ Use of positive reinforcement, praise and encouragement ❖ Enthusiasm displayed ❖ Encouragement and support given 	<p>In the Playground</p> <ul style="list-style-type: none"> ❖ Teacher punctuality, mobility and diligence ❖ Employment of proactive approach ❖ Consistent implementation of school rules ❖ Communication with colleagues ❖ Recording relevant incidences with students on behaviour plans for Exec. to follow up
<p>Movement Around the School Insistence on quiet, orderly movement when walking from place to place</p>	<p>Out of School Activities</p> <ul style="list-style-type: none"> ❖ Organisation and planning ❖ Student preparation prior to excursions ❖ Employment of safety procedures

ROLE OF THE TEACHER

- Giving 'ZAPS' during class, and at recess and lunch times. Teachers will carry these awards to reward students demonstrating appropriate behaviours
- Provision of an appropriate curriculum to meet the needs of each student and support to help students achieve success in learning at an individual level
- Clear and consistent school and class expectations
- Consistent use of sound behaviour management techniques:
 - Give simple directions
 - Expecting students to comply and follow directions
 - Regularly noticing and commending students for complying with expectations and directions
 - Avoiding the use of ridicule, embarrassment or 'put-downs'
 - Involving all members of the class by directing questions to the full range of students
 - Encouraging on-task learning behaviour by moving about the classroom and supervising work
 - Provision of appropriate learning activities to support individual learning needs
 - Refocussing and redirecting attention when students become restless or inattentive
 - Having a plan for managing, and following up, behaviour disruptions
- Provision of specific programs which help to develop self-discipline and responsible decision making. Such programs include:
 - Personal Development programs addressing PDHPE syllabus outcomes
 - Talking/listening programs to develop effective communication skills
 - Peer Support Programs
 - Student Representative Council
 - Leadership activities
- Provision of appropriate support such as:
 - Support from Learning and Support Teacher and the School Learning Support Officer
 - Gifted and Talented
 - Integration of students with disabilities
 - Learning and Support Team and School Counsellor
 - Support programs which include Hearing and Vision, Student Services and the AP/LaST
- School staff are expected to:
 - Model consistent, caring and controlled behaviour
 - Attend relevant professional learning
 - Communicate regularly with each other to provide awareness of the particular needs and pressures being experienced by individuals, families or groups of children
 - Ensure children are listened to and given the opportunity to explain their behaviour
 - Insist on acceptable behaviour at all times, both within school and at out-of-school events
 - Cater for individual needs of all students

PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

- Consistent and caring behaviour by staff
- Positive reinforcement – informal acknowledgement, encouragement and praise through
 - Token rewards (stickers, stamps, Class Dojo points etc)
 - Merit Certificates (White Awards) presented at fortnight assemblies
 - Awarding of a ZAP for following school expectations
- Recognition of special efforts through visits to the Principal, commendation at assemblies, acknowledgement in school newsletter
- Awards Morning Tea and end of year Presentation Day ceremony

5. PLAYGROUND BEHAVIOUR IMPROVEMENT/GAMES PROGRAM

This programme is designed to address poor behaviours exhibited by targeted students and to reduce the incidents of these students being removed from the playground. The majority of these students have removed as the result of very poor social behaviour towards both class peers and those from other classes. Some students may attend programme due to an inability to successfully interact with and form friendships with their peers.

MEASURABLE OUTCOMES

- Increase the evidence of appropriate play before school, at recess and lunch
- Increase the evidence of positive interaction between targeted students as well as between the rest of the school population and staff
- Decreased incidents of bullying, teasing and physical altercations in the playground and during transition periods
- Increased opportunities for inclusion and/or integration for targeted students during play periods and extra-curricular activities
- Reduced dependence that some targeted students have on adult intervention
- Increase the independence of targeted students in the whole school setting

IMPLEMENTATION

- Extra playground equipment and games bought by the SRC and sports captains
- Touch up painting, line and grid marking on the concrete areas to play games on
- Each lunchtime, equipment will be brought out for students to use.
- Classroom teachers 'encourage' targeted students at the beginning of the play period to participate in the activities that will be monitored by the SLSO

MONITORING AND EVALUATION

- Assistant Principals and teachers are to evaluate at the end of each term and make changes where necessary

6. ANTI-BULLING PROCESSES AND PROCEDURES

At Freemans Reach Public School we aim to lead a community which values and shows tolerance of others in a safe and supportive environment and rejects all forms of bullying. We believe no persons should experience bullying within our school or the wider community. The school will communicate regularly with the community via the school newsletter, through discussion at P&C meetings and through analysis of data in the 'Tell Them from Me' survey. By fostering a culture of tolerance and mutual respect in our students, we will attempt to reduce bullying in all of its forms.

At Freemans Reach Public School we value and show tolerance of others in a safe and supportive environment. We foster positive relationships through our strong student welfare programs and our ongoing commitment to 1, 2, 3 Magic and other behaviour initiatives. Our Anti-Bullying Plan aims to deal effectively with, and prevent incidences of, bullying within the whole school community. Bullying is not a one-off name calling or disagreement but a sustained, targeted and intentional acts towards one or more individuals.

There is a distinct difference between bullying and being mean. Bullying has three key features that are all observed together.

1. intentional misuse of power in a relationship,
2. is ongoing and repeated, and
3. behaviours cause harm.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation

Cyber bullying can be:

- sending of abusive texts or emails
- taking and sharing unflattering or private images
- posting unkind messages or inappropriate images on social networking sites
- excluding individuals from online chats or other communication
- assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reasons, attacking players in online gaming
- stealing passwords
- using blogs to denigrate individuals

Refer to the Freemans Reach Public School Anti-Bullying Plan and the Department of Education Anti Bullying policy.

7. ANTI-RACISM PROCESSES AND PROCEDURES

In recent years, Australians have become increasingly aware of the role of various forms of racism in Australian history and society as a whole. Racism is perpetuated by silence and denial. Those who suffer most from racism must be given the means whereby they can have confidence in the various mechanisms to combat and challenge the unacceptable. While the external avenues are important, the school must provide mechanisms for action. These procedures and structures are a means of addressing racism in a way which promotes effective redress and racial harmony.

Freemans Reach Public School rejects racism in all of its forms. It is committed to the elimination of racial discrimination of any kind.

At Freemans Reach Public School we will endeavour to:

- counteract the causes and redress the effects of racism in the context of the school, the school community and the curriculum;
- protect the rights of students and staff to achieve their full potential in an environment which encourages the affirmation of their cultural identity;
- provide those who need it with a range of avenues of complaint and redress;
- ensure that everyone in the school understands and fulfils their responsibilities in the implementation of this policy;
- appoint a teacher to be trained as the Anti-Racism Contact Officer (ARCO); and
- maintain a register of reports of racism.

The Principal will endeavour to:

- allocate resources and responsibilities for the implementation of the policy;
- ensure that the school community is familiar with the Anti-Racism Policy and the grievance procedures;
- develop, implement, review and evaluate the Anti-Racism Policy;
- assist staff in developing strategies for addressing racism in appropriate subject areas and across the curriculum;
- intervene to prevent racism from occurring and to redress its effects if preventative measures are not possible; and
- monitor implementation of the policy and the working environment in its effects if preventative measures are not possible.

Executive and Teaching staff will endeavour to:

- ensure that curriculum content and teaching methods are congruent with and support the Anti-racism policy;
- develop strategies in the school for increasing student understanding of racism.
- monitor the school environment in terms of racist attitudes and behaviours and intervene to prevent racism from occurring in the school environment; and
- refer cases of Racism to the ARCO.

Students and the Community will be encouraged to:

- treat all members of the school community with tolerance, understanding and respect; regardless of their ethnicity or cultural background;
- refer instances of racism to a teacher;
- adopt an inclusive tolerant attitude towards all individuals; and
- not tolerate racism in any form as a bystander

For more information refer to the Department of Education Anti-Racism Policy

8. POSITIVE BEHAVIOUR FOR LEARNING (PBL)

To enhance the Wellbeing of all students at our school we have a Merit Award System and a Consequence / Reward Behaviour Levels System. These systems operate together to reflect our Positive Behaviour for Learning at Freemans Reach Public School. We follow these for expectations:

Be Safe

Be Respectful

Be a Good Learner

Be Environmentally Friendly

8.1 MERIT SYSTEM

The purpose of this system is to recognise positive contributions that are made by the students, to encourage student performance and to improve self-esteem. These are awarded at fortnightly assemblies.

ZAP Award

Students earn ZAP Awards for demonstrating positive behaviours under each of the four school expectations. (Be safe **RED**, Be respectful **BLUE**, Be a good learner **PURPLE**, Be environmentally friendly **GREEN**). Specific reasons may include – classroom academics, sporting effort, classroom behaviour, playground behaviour, encouragement, completing homework etc. Teachers are asked to make a conscious effort to hand out a minimum of 5 per day. Students are responsible in collecting and keeping their ZAP awards.

STAR Award

Once a student has earned 5 ZAP Awards they swap them for 1 STAR Award. Their 5 ZAP Awards must come from at least 2 separate School Expectations. Classroom teachers will record and administer this on a class list and kept by the classroom teacher. The STAR Award is presented by the classroom teacher during class time. Students collect and keep their own STAR Awards.

SPIRIT Award

Once students have earned 5 STAR Awards (25 ZAP Awards), they swap them for 1 SPIRIT Award. The school front office will collect, record and administer this. Students and their families will be invited to attend a Principal's Morning Tea where they will receive their congratulatory certificate from the Principal in a special ceremony.

Freemans Reach Medal

If students earn 5 SPIRIT Awards (125 ZAP Awards) in any number of years and one Diamond Award of that current year, they are eligible to receive a Principal's Medal at the end of year Presentation Ceremony. The student must hand in the 5 SPIRIT Awards received at the Morning Teas. **ZAP and STAR Award bundles will not be accepted. THEY MUST BE 5 SPIRIT AWARDS.**

Freemans Reach Medal cut off will be Friday Week 6 Term 4, 3:00pm of each year. All documentation must be handed to school administration staff by the end of the school day.

Once a student earns a Freemans Reach Medal, if they are eligible to earn a second one the next year (with that current year's Diamond Award), they will receive a **SILVER** Freemans Reach Medal, then a **GOLD** Freemans Reach Medal, then a **DIAMOND** Freemans Reach Medal.

8.2 BEHAVIOUR LEVELS SYSTEM (Rewards and Consequences)

The policy is a level system consisting of four levels of consequences and four levels of rewards. These levels provide students, staff and parents with a clear understanding for student behaviour and procedures for reward and consequences. When poor behaviours are exhibited, students will pass through the lower levels. Assistant Principals will collaboratively make the decision of student movement between levels, positive and negative, this process may involve consultation with the Principal and classroom teacher.

If a student receives no detention for one term, they move to a Bronze certificate. If a student receives no detentions for two consecutive terms they receive a Silver certificate. If a student receives no detentions for three consecutive terms, they receive a Gold certificate. If a student receives no detentions for four consecutive terms they receive a Diamond certificate. These awards will be presented at the end of each term by the Assistant Principals. Students can still move from consequence levels one to four during this time.

Kindergarten

Students in Kindergarten who are displaying behaviours of concern are to be tracked by the class teacher using the wellbeing section in Sentral and adding details of the incident/behaviour for tracking of further investigation. If a pattern appears or serious incident occurs, parents are to be notified immediately. This communication with parents is to be documented in the Wellbeing section of Sentral along with the date and all details of the incident. Consequences are less restrictive for Semester 1 of Kindergarten as students are still orientating to the social context of school.

Implementation

Following an incident, whether in the classroom or playground, the teacher must investigate the issue as best as possible including speaking to all students involved. The teacher needs to record **detailed notes** of the incident and record these in the Welfare section of Sentral. The teacher may mark as **completed** if they believe no further action by executive staff is required for the incident or the teacher may select **further action required** if the teacher believes the **Assistant Principals** are required to view and follow up the incident. Teachers are required to record persistent or notable behaviours as well, even if it is not worthy of a detention. Assistant Principals and the Principal will use these incident notes during relevant interviews so it's important that as much detail is included in reports.

Assistant Principals go through documented incidents and decide whether students will serve 1 or more days detention. During detentions, AP's will investigate where necessary and complete remedial and follow up discussions with the student. The student will also be expected to complete a Behaviour Choice Reflection sheet during their first day of detention. Detention will be taken by Assistant Principals daily at the first half of lunch. If a student is on detention the **MUST** miss out on any extra-curricular activity occurring at the time of the detention, including Gala Days if they coincide. (Student must inform the organising teacher). Students are given a note on the first day of detention to take home. This note is to be signed and returned the following day. If the note is not returned, the student will return for detention the following day to explain as to why the note has not been returned. (this can occur for up to 3 days). If the note is not return after three days the Assistant Principal will make phone contact with the parent to confirm that the letter was received. A verbal notification from a parent is accepted as confirmation of receiving a letter.

It is most important that all staff read and follow these descriptors of each level to ensure there is consistency. Teachers and APs need to maintain careful record keeping procedures in order to implement the policy effectively. Parents are notified of any detention via a letter as well as movement through each reward or consequence level.

9. DISCIPLINE PROCEDURES- BEHAVIOUR/CONSEQUENCES

INAPPROPRIATE BEHAVIOUR	LIKELY CONSEQUENCE
<p>May include:</p> <ul style="list-style-type: none"> ▪ Littering ▪ Out of bounds ▪ Inappropriate play ▪ Running on concrete ▪ Playing in unshaded area without a hat ▪ Swearing (not directly at someone) ▪ Arguing over games ▪ Non-compliance to a teacher's instruction ▪ Toilet misuse ▪ Misbehaviour during assembly <p>CLASSROOM</p> <ul style="list-style-type: none"> ▪ Deliberate unfinished work ▪ Disruptive behaviour ▪ Unacceptable language ▪ Damaging other people's property ▪ Leaving the classroom without permission ▪ Uncooperative behaviour 	<p>REFLECTION</p> <p>SOMETIMES FURTHER ACTION MAY BE REQUIRED</p>
<p>May include:</p> <ul style="list-style-type: none"> ▪ Repetition of above behaviours ▪ Disrespect to staff and community members ▪ Defiance to staff ▪ Uncooperative behaviours (teachers, referees, school visitors or during sport / excursions / scripture) ▪ Leaving school grounds without permission ▪ Theft ▪ Damaging property (school, other) ▪ Physical/verbal abuse (fighting, offensive language, spitting) to students, school staff, school visitors ▪ Threats of physical violence ▪ Dangerous/offensive behaviour on buses ▪ Violence towards other students or staff 	<p>LEVEL 1 AND 2</p> <p>DETENTION</p> <p>NUMBER OF DAYS MAY VARY</p> <p>NOTE TO PARENTS WITH A RETURN SLIP</p>
<p>May include:</p> <ul style="list-style-type: none"> ▪ Threatening to use an implement that may interfere with the safety and wellbeing of others ▪ Repeatedly making threats against students, staff or community members ▪ Repeated refusal to follow school expectations ▪ Repeated exit from classroom without permission ▪ Repeated behaviour that deliberately and persistently interferes with the rights of other students to learn ▪ Persistent disobedience, insolence, verbal harassment/abuse ▪ Repeated aggressive behaviour and hostility to others including damage to school property, bullying and verbal abuse ▪ Use of alcohol or tobacco 	<p>LEVEL 3</p> <p>CAUTION FOR SUSPENSION THIS WILL BE ACCOMPANIED BY DETENTION</p> <p>NUMBER OF DAYS MAY VARY</p> <p>NOTE WITH A RETURN SLIP</p> <p>LEVEL 3.1</p> <p>IN-SCHOOL SUSPENSION</p>

<p>May include:</p> <ul style="list-style-type: none"> ▪ Continuing to breach the school wellbeing policy after a Caution of Suspension has been issued 	<p>LEVEL 4</p> <p>SUSPENSION</p>
<p>May include:</p> <ul style="list-style-type: none"> ▪ Possession, use or supply of a suspected illegal drug ▪ Violence (intentionally causing injury requiring professional medical treatment) ▪ Uses violent behaviour to seriously interfere with the safety and wellbeing of others ▪ Possession of a prohibited weapon ▪ Use of an implement to endanger the safety of others ▪ Making credible threats against staff or students ▪ Criminal behaviour related to the school ▪ Detention offences may be deemed as suspension offences by the Principal 	<p>LEVEL 4</p> <p>INSTANT SUSPENSION</p> <p>Also requires the incident to be logged with Health & Safety : 1800 811 523 and Hawkesbury Police Youth Liaison Officer if available : 45 87 4099</p> <p>As per crimes Act</p>

10. Student Wellbeing reporting using Sentral

All staff have access to Sentral and the welfare section in which to record negative behaviours exhibited by students. All teachers are to fill in the incident report when required. When filling in an incident report, the teacher reporting the incident must:

- ❖ Place the date of the incident
- ❖ List full details of the incident (Where? What? Who? How? Why?) including any witness comments and names of students involved or witnessed the incident
- ❖ **Sign or initial** under the detailed comments – if using another staff member login
- ❖ List any teacher intervention made and if only recording behaviour for tracking purposes, click on **completed** if no further action is required.
- ❖ Attached any written witness statements or evidence to the incident report
- ❖ Complete that day's incident as soon as possible

The Assistant Principals will view all incidents from the previous 24 hours by 1pm each day to assess the incident details.

It is the responsibility of the reporting teacher to investigate the issue as thoroughly as possible before writing out an incident report on Sentral.

The decision to place a student on detention rests solely with the Assistant Principals and the Principal.

11. OVERVIEW EXPLANATION OF BEHAVIOUR LEVELS

DIAMOND LEVEL: No detentions for four consecutive terms- Behaviour is outstanding.

GOLD LEVEL: No detentions for three consecutive terms- Behaviour is excellent.

SILVER LEVEL: No detentions for two consecutive terms- Behaviour is very good.

BRONZE LEVEL: No detentions for one term- Behaviour is pleasing.

LEVEL 0 ALL STUDENTS WILL BEGIN AT THIS LEVEL

Students are cooperative, helpful and try to work with school staff, students and visitors to the school. They respect the rights of others and they obey school rules/expectations. Great effort!

If there is an area of behaviour concern or incident, students spend time with the Assistant Principals for REFLECTION where the student is given strategies and opportunities to modify their behaviour. If the negative behaviour continues, the student may serve a lunchtime DETENTION. Parents are notified about all DETENTIONS. If the negative behaviour still continues, the student may drop to LEVEL 1.

LEVEL 1 BEHAVIOUR IS CAUSING CONCERN

The student is causing problems in the classroom and/or the playground and the teachers have expressed concern for the student's wellbeing. The student has not responded to strategies to improve his/her behaviour. The student may be excluded from school activities. **Parents will be notified.**

LEVEL 2 BEHAVIOUR IS UNSATISFACTORY

The student continues to cause problems in the classroom and/or classroom. A Daily Behaviour Report may be kept and sent home and the student will be excluded from school excursions, Gala Days or other school activities. **Parents will be notified and may attend an interview.**

LEVEL 3 BEHAVIOUR CONTINUES TO BE UNSATISFACTORY-FORMAL CAUTION OF SUSPENSION

Parents will be notified and required to attend an interview.

LEVEL 3.1 IN-SCHOOL SUSPENSION

Parents are already collaborating with the school and behaviour plans are already in place.

LEVEL 4 SUSPENSION

THE BEHAVIOUR IS UNSAFE FOR THE STUDENT AND OTHERS

Unacceptable behaviour is still evident and supports have not been effective. The student presents a risk to the safety of other students, staff or self. The Principal will **suspend** the student to allow for supports to be modified/developed. **Parents will be notified and required to attend an interview.**

11.1 WHAT DO THE LEVELS LOOK LIKE?

LEVEL 0	
ALL STUDENTS BEGIN THE YEAR AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
<p>Your behaviour is GOOD.</p> <p>You are helpful and try to cooperate with all members of the school community.</p> <p>You display good manners.</p> <p>You consistently respect the rights of others and obey the expectations of your school and classroom.</p> <p>You are mostly responsible in the playground, in class and in all school activities.</p> <p>You try to work to the best of your ability.</p>	<p>Receive rewards and various awards:</p> <ul style="list-style-type: none"> - Class Merit Awards at assemblies - Principal's Award - Class based awards - ZAPs <p>Participate in school teams, excursions and special activities.</p> <p>You are developing a good reputation in the school community.</p> <p>You will continue through the reward levels to Bronze, Silver, Gold and Diamond.</p>

LEVEL 1	
WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
<p>Your behaviour is CAUSING CONCERN.</p> <p>Your class teacher and/or other teachers are worried about you.</p> <p>You are not always cooperative and you are causing problems in class or around the school.</p> <p>You are probably doing one or more of these things:</p> <ul style="list-style-type: none"> - Upsetting or disrupting the class, which means you cannot get your work done and others in the class cannot get their work done. - Being unruly in the playground and breaking the rules which have been made for the safety of all students. - It has been necessary for your class teacher to send you to, or discuss with the Assistant Principal, your behaviour on a number of occasions. <p>You have responded to help whilst on Level 2</p> <p>You are returning to school after a suspension.</p>	<p>You will be placed at this level by an Assistant Principal (after consultation with the classroom teacher) during school reflection and/or detention.</p> <p>The Assistant Principal will keep a record of the number of times you are sent to them by your classroom teacher.</p> <p>Class teacher and Assistant Principal will talk to you about the problems you are causing.</p> <p>Classroom Behaviour Record may be implemented and sent home daily for a period of 1-2 weeks or until behaviour improves.</p> <p>You may be excluded from school activities.</p> <p>You may be referred to the Learning Support Team.</p> <p>A letter will be sent to your parents.</p> <p>You will return to Level 0 after maintaining good behaviour for 1 week.</p>

LEVEL 2	
WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
<p>Your behaviour is UNSATISFACTORY</p> <p>After being placed at Level 1 and again being sent to the Assistant Principal on a number of occasions you have not made any real effort to improve.</p> <p>You are continually causing problems in the classroom and/or the playground.</p> <p>Your class teacher, Assistant Principal and Principal have discussed with you the problems you are causing for yourself and others.</p> <p>Suggestions how you can improve your behaviour have been made and not acted upon.</p> <p>You have responded to help whilst at Level 3.</p>	<p>You will be placed at this level by the Assistant Principal after consultation with the classroom teacher and Principal.</p> <p>A letter will be sent home. The Assistant Principal will then meet with your parents to discuss your unsatisfactory behaviour.</p> <p>You will be placed on a Classroom/Playground Behaviour Record which requires you to report to the teacher on duty after each play period or classroom session. The report will be sent home daily.</p> <p>You will discuss your behaviour with the Principal or Assistant Principal every day.</p> <p>The Principal or Assistant Principal may exclude you from:</p> <ul style="list-style-type: none"> - School playground - School excursion - School social activities - School sporting events <p>You may be referred to the Learning Support Team.</p> <p>You will return to Level 1 after maintaining good behaviour for 1 week.</p>

LEVEL 3 (FORMAL WRITTEN CAUTION OF SUSPENSION)	
WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
<p>Your behaviour CONTINUES TO BE UNSATISFACTORY.</p> <p>Reasons as per Level 2</p>	<p>Continuation of Level 2.</p> <p>Principal or Assistant Principal will notify your parents in writing of the intent to suspend you if your current poor behaviour patterns continue.</p> <p>The Principal will then meet with your parents to discuss your unsatisfactory behaviour and modify/develop supports for improvement.</p> <p>You will return to Level 2 after maintaining good behaviour for 1 week.</p>

LEVEL 3.1 (IN-SCHOOL SUSPENSION)	
WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
<p>Your behaviour CONTINUES TO BE UNSATISFACTORY.</p> <p>Reasons as per Level 2</p>	<p>You will be completing your school work in the office under the supervision of the Principal.</p> <p>Your break times will be in the office area, not in the playground.</p> <p>Your parents are collaborating with the school in order to modify/develop supports to improve behaviour.</p> <p>In-School suspension days will vary.</p> <p>You will return to Level 2 after maintaining good behaviour for 1 week.</p>

LEVEL 4 (SUSPENSION)	
WHY YOU HAVE BEEN PLACED AT THIS LEVEL	WHAT HAPPENS TO YOU AT THIS LEVEL
<p>Your behaviour is UNSAFE FOR SELF AND/OR OTHERS.</p> <p>Unacceptable behaviour is still evident and supports have not been effective. You present a risk to the safety of other students, staff or self.</p>	<p>You will be placed on this level by the Principal/Relieving Principal in consultation with the Assistant Principal and classroom teacher.</p> <p>Your parents will be informed of the decision to suspend you.</p> <p>Your parents will be interviewed at a meeting with the Principal. Others at this meeting may include: the School Counsellor, the Assistant Principal, class teacher, DoE Support Personnel.</p> <p>At this meeting the conditions and supports for your return to school will be discussed.</p> <p>Upon your return you will return to Level 1.</p> <p>The DoE will be notified of the reason for your suspension and on the period of time allocated for this suspension.</p>

SUSPENSION FROM SCHOOL and/or WITHOUT THE STUDENT PROGRESSING TO LEVEL 4

Freemans Reach Public School through the implementation of its Student Wellbeing Policy seeks to ensure that education is relevant, rewarding and safe. A student may be suspended, excluded or expelled from school for serious breaches of the school's Student Wellbeing Policy. In line with Departmental policy, the use of all illegal drugs, alcohol, tobacco and weapons is prohibited.