Bellingen Public School Welfare Policy

Revised - August 2010
Bellingen Public School

VALUES STATEMENT

To value is to care about and respect ourselves and others.

The whole school community is responsible for individual and team efforts, which promotes good citizenship, intrinsic pride and positive relationships shared with others.

We promote the school as being a unit belonging to and actively involved in the community as a whole. Our school respects the community which fosters it.

As a unit we hold true the moral beliefs of honesty, truth care, cooperation, diligence, harmony and empathy.

The values, which we strive to develop, reflect those of the Department of Education and Training and have been agreed upon by staff, community and students.

Bellingen Public School values

- **INTEGRITY.** Being honest and trustworthy.

- **EXCELLENCE.** Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life long learning.

- **RESPECT.** Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

- **RESPONSIBILITY.** Being accountable for your individual and community’s actions towards yourself, others and the environment.

- **COOPERATION.** Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

- **PARTCIPATION.** Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

- **CARE.** Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

- **FAIRNESS.** Being committed to the principles of social justice and opposing prejudice, discrimination, dishonesty and injustice.

- **DEMOCRACY.** Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

We believe that as adults, teachers and parents play a vital role in assisting students to develop and value maturity through modeling and reinforcing behaviour.
The student
BPS acknowledges that our students come from a wide variety of socio economic backgrounds. Family values also differ accordingly between families.

Where the school has determined a set of values we recognize that not all children will come to accept and practise these values at set times – staff acknowledge and respect children as individuals.

Students with special needs
Staff acknowledge and respect the fact that all children have individual learning needs.

The Learning Support Team addresses the learning needs of students on Funding Support through the development of a personalised learning plan (PLP).

Developing a values plan
It is important to realize that values are not a singular issue. Students need to become aware of each value and the quality of each.

Values may to some extent be developed through osmosis (behaviour modeled on others) but also can be developed through discussion, reasoning, integration within KLAs, problem solving opportunities and encouraged through the development of self confidence.

Value of the week
Each week a value will be highlighted within the classroom. Students will become aware of this and be rewarded through positive practice.
Core Rules
For students in all NSW government schools.

<table>
<thead>
<tr>
<th>The rules:</th>
<th>Examples – How to keep it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behave in a responsible, polite and courteous manner.</td>
<td>• Be courteous and considerate. • Speak to others politely. • Follow instructions. • Show dignity and respect to all students, school staff and visitors.</td>
</tr>
<tr>
<td>Take pride in your appearance and your work.</td>
<td>• Take responsibility for yourself. • Wear your full school uniform. • Participate in your learning. • Complete all set tasks.</td>
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<tr>
<td>Act in a manner that keeps you and others safe at all times.</td>
<td>• Solve disagreements peacefully. • Behave at school, on excursions and traveling to and from school. • Always follow safety instructions.</td>
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<tr>
<td>Be in the right place at the right time</td>
<td>• Know your out of bound areas. • Arrive at lessons on time. • Come regularly to school at the right time. • Move quickly when the bell rings. • Be prepared to learn.</td>
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<tr>
<td>Look after and respect your surroundings</td>
<td>• Be constructive not destructive. • Take care of school property. • Ask permission before using the property of someone else.</td>
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</table>

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti social behaviour of any kind will not be tolerated.
Bellingen Public School

School Rules

- Follow instructions: YELLOW
- Be in the right place at the right time: PINK
- Keep hands, feet, mouth and objects to yourself: BLUE
- Raise your hand and wait permission to speak: GREEN
- Complete all work: ORANGE

Class rules will be prominently displayed in all classrooms. They are printed on appropriately coloured paper.
<table>
<thead>
<tr>
<th>Award</th>
<th>Merit Certificates</th>
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<tbody>
<tr>
<td>DIAMOND AWARD</td>
<td>5 Merit Certificates</td>
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<tr>
<td>GOLD</td>
<td>5 Merit Certificates</td>
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<tr>
<td>SILVER</td>
<td>5 Merit Certificates</td>
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<tr>
<td>BRONZE</td>
<td>5 Merit Certificates</td>
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Merit certificate issued at two weekly intervals by class teacher

<table>
<thead>
<tr>
<th>Student Starting Point</th>
<th>Starting point for all students</th>
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<tbody>
<tr>
<td></td>
<td>Maintain this level for one term</td>
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<td></td>
<td>To gain end of term treat</td>
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<table>
<thead>
<tr>
<th>Warning</th>
<th>Inappropriate behaviours Possible detention</th>
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<tr>
<td>Slip sent to parent</td>
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<table>
<thead>
<tr>
<th>Strike 1</th>
<th>Additional strike in 2 week period</th>
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<tbody>
<tr>
<td>Unacceptable Behaviour</td>
<td></td>
</tr>
<tr>
<td>Detention/Loss of School privileges (e.g.: excursions, sporting events)</td>
<td></td>
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<tr>
<td>Slip sent to parent</td>
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<table>
<thead>
<tr>
<th>Strike 2</th>
<th>Additional strike in 2 week period</th>
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<tr>
<td>Moderate/Severe behaviour</td>
<td></td>
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<tr>
<td>Detention/Daily Behaviour Report</td>
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<tr>
<td>Loss of school privileges</td>
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<tr>
<td>Slip sent to parent</td>
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<tr>
<td>Team Leader Contact Parent</td>
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<td>Behaviour Management Plan</td>
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<table>
<thead>
<tr>
<th>Strike 3 (Team Leader Contact Parent)</th>
<th>Additional strike in 2 week period</th>
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<tr>
<td>Moderate/Severe behaviour</td>
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<tr>
<td>Detention/Daily Behaviour Report</td>
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<tr>
<td>Loss of school privileges</td>
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<tr>
<td>Short Suspension up to 4 days</td>
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<tr>
<td>Long Suspension up to 20 days</td>
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<tr>
<th>Suspension</th>
<th>Principal’s discretion</th>
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<td>Loss of school privileges</td>
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<td>Negotiated re-entry agreement</td>
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BELLENGEN PRIMARY SCHOOL
DISCIPLINE POLICY
PROCEDURES AND GUIDELINES

School Rules and Class Rules

◊ Rules to be displayed in every classroom and taught explicitly.

POSITIVE LEVELS

PROCEDURES

• There are four positive levels - Bronze, Silver, Gold and Diamond Award.
• All children commence each year as a responsible student on the flow chart and progress to a Diamond Award by consistently displaying positive behaviour, attitude and application.
• Each teacher is to develop a suitable hierarchy of individual expectations within their classroom.
• It is suggested that each teacher develops a suitable system to track students.
• A flowchart indicating the general criteria for achievement of each level will be displayed in each classroom.
• Children move through the Levels one step at a time.
• Children’s behaviour is monitored on a fortnightly basis.
• Merit certificates are issued fortnightly to students displaying positive behaviour.
• The accumulation of 5 merit certificates entitles the student to progress to another level and receive an award as acknowledgement. Merit certificates DO NOT have to be consecutively accumulated.
• The classroom teacher is responsible for tracking the progress of each student along the positive levels.
• Merit certificates are given out in class on a fortnightly basis by the classroom teacher.
• Bronze awards are to be presented in the classroom by the classroom teacher.
• Silver Awards are to be presented by the classroom teacher at Team assemblies.
• Gold Awards are to be presented by the classroom teacher at Team assemblies.
• Diamond Awards are to be presented on Presentation Day.
AWARDS AND PRIVILEGES

- **Bronze Award** students will be presented with a Bronze Award. They will be recognised by their class teacher and classmates.

- **Silver Award** students will be presented with a Silver Award. They will be recognised through the presentation of their award at Team Assemblies.

- **Gold Award** students will be presented with a Gold Award. They will be recognised through the presentation of their award by the Principal in front of their peers.

- **Diamond Award** students will be presented with a special award on Presentation Day.

- End of Term reward activities will be open to all students who have not received during that term:
  - Two strike 1’s
  - A strike 2 or 3
  - Suspension

WIN BINS

Win Bins are given to students “on the spot” for showing positive behaviors across many settings eg: classroom, library, playground, assembly, office etc.

STUDENT OF THE MONTH

Class teachers recognise the special qualities in students and nominate one student per month for this award. Student of the Month Certificates will be awarded at the Whole School Assembly and the successful students’ photos will be displayed in the School Foyer.
LEVELS OF DISCIPLINE

Children who fail to cooperate and fail to follow school and class rules or bully others, will be issued with a strike slip. A strike does not carry over school vacation periods and each new term is seen as a fresh start.

Incidents of bullying will be resolved according to the suggested Procedure for Dealing with Bullying.

WARNING LEVEL
Students will be issued with a green slip with the warning level indicated to inform parents of a breach of school and/or class rules. This does not necessitate a further consequence. Parents are required to sign and return the green slip within 3 days.

STRIKE 1
Students issued with green slip with Strike 1 Level indicated to inform parents of inappropriate behaviour by their child. The student is expected to participate in a discipline conference with the issuing teacher and accept appropriate guidance and advice on how to avoid inappropriate behaviour in the future. This will also incur a class detention, or time-out. Parents are required to sign and return the green slip within 3 days and work cooperatively with the school to help the child.

STRIKE 2
Strike 2 is issued if a student receives a second green slip within ten school days of Strike 1. It can also be issued if a student’s behaviour is deemed to be unacceptable by the team leader or principal.

The team leader and issuing teacher will confer about the student’s behaviour. The consequences of a strike 2 will be two time out detentions and loss of school privileges.

STRIKE 3
Strike 3 is issued if a student receives a third green slip within ten days of Strike 2. It can also be issued if a student’s behaviour is deemed to be severe by the team leader or principal.

The consequences of a strike 3 will be playground suspension for 3 days and loss of school privileges.

Parents will be contacted by phone by the team leader to arrange an interview with the child, class teacher and team leader, where a behaviour management plan will be negotiated.

NB. A COPY OF THE GREEN SLIP WILL BE POSTED TO PARENTS BY CLASS TEACHERS IF THE GREEN SLIP HAS NOT BEEN RETURNED WITHIN 3 DAYS.
SUSPENSION
In accordance with the NSW Department of Education and Training “Suspension and Expulsion of School Students Procedures” (2004), principals must suspend immediately any student who:

- Is physically violent. Any student is physically violent, resulting in pain or injury, or who seriously interferes with the safety and well being of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to the police.
- Is in possession of a firearm, prohibited weapon, or knife. The matter must be reported to the NSW police immediately.
- Uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

Short suspension may be imposed for:
1. **Continued Disobedience.** This includes but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
2. **Aggressive Behaviour.** This includes but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

Principals will impose a long suspension for:
1. **Physical Violence:** Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
2. **Use or possession of a prohibited weapon, firearm or knife.**
3. **Possession or use of a suspected illegal substance:** Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

RETURN TO STUDENT STARTING LEVEL
Students will be monitored for a period of 10 school days after the issue of a strike or suspension before being returned to their previous level. Loss of privileges will apply for the period of monitoring.

PRINCIPAL'S DISCRETION
The principal will impose special sanctions or vary these procedures to respond appropriately to special or emergent situations that may develop with regard to a student’s behaviour.

CLASSROOM MANAGEMENT
Teachers will use appropriate management procedures in class to ensure teaching and learning programs are not disrupted by inappropriate student behaviour. When these strategies fail to work and a child continues to behave inappropriately, the following strategies may be applied.
1. **Cool Off time as a warning**
2. **Buddy teacher’s room.** Students may be invited to rejoin class activities when they agree to follow the class rules.
3. **A green slip may be issued for continued inappropriate behaviour.**
All teachers may also use the following system in their classroom:
A highly structured colour coded Behaviour Management system. This system assists
students to learn that there is a consequence for their inappropriate behaviours i.e. when
not following class/playground rules.

The system is outlined below:

Step 1: Verbal warning = Stop and Think red symbol card
Step 2: 2\textsuperscript{nd} Verbal warning = yellow visual cue card
Step 3: Quiet spot = orange visual cue card
Step 4: Time out in another class = red visual cue card
Step 5: Principal’s office= Blue visual cue card.

These coloured behaviour management cards are displayed in each room of the school.

For more information on how to implement these steps - see Addendum “Colour Coded
Behaviour Management Plan”.

In the event that these strategies are not successful and a student continues to behave
inappropriately, the situation should be referred to the team leader. The team leader will
refer the matter to the principal if the matter requires additional support.

In general students will commence each term with a new start unless a significant incident
occurs in the two weeks preceding a term holiday. In this instance staff will continue to
monitor the student concerned for 10 school days in the next term in order to ensure their
success.

FAST TRACKING
The Fast Track system has been developed to assist casual teachers to quickly establish
and then maintain effective class management procedures when they are placed on a
class for casual relief. This is a recognition that some children do not handle a change to
their normal routine very well. If the child settles down after being “fast-tracked” there are
no further consequences.

• The casual teacher will initially use normal management procedures to establish
  control. If a student refuses to cooperate the casual teacher may choose to “fast-
  track” that student to the Team Leader of that Stage. The student will then be
  placed in another class appropriate to their age for the rest of the day. They will be
  required to participate as a normal member of that class for the day.

• Should a casual teacher continue to experience difficulty managing a class after
  fast tracking students, they should send for the Stage Team Leader or the principal
  for assistance.
**Bellingen Public School**  
**Anti Bullying Policy**  

**DEFINITION:**  
“Bullying occurs when a person or group is intimidated, frightened, excluded, hurt or made to feel uncomfortable by behaviour or a series of behaviours directed at them by others” – *Griffiths 2003.*

All definitions of bullying include three parameters.  
1. Repetition – prolonged over time.  
2. An imbalance of power.  
3. May be verbal, physical, social or psychological.

“Bullying is an attitude rather than an act. It can be defined as bullying by measuring the effects the acts have on a vulnerable child” - *Besag 1989.*

Bullying is any persistent behaviour which harms others who do not have the skills or resources to counter this behaviour. It may be exhibited as;  
- Physical harm  
- Threat of physical harm  
- Verbal abuse  
- Nasty name calling or teasing  
- Demands for money or favours  
- Deliberate damage of property that belongs to others  
- Exclusion

Further examples of bullying behaviours are listed on the following “Bullying Behaviours Chart”. Behaviours range from mild through to severe.

These types of bullying or teasing are unacceptable at Bellingen Public School.

**RATIONALE:**  
There is increasing concern within the Australian community about bullying in schools and its effects – both social and educational. The emotional, physical and psychological damage that bullying causes to individuals, families and school communities can be destructive and long lasting. As many as 1 in 6 students are bullied on a weekly basis in Australian schools. Bullying is now unacceptable behaviour in all government schools. It is seen as hurting individuals, hindering their potential development and restricting their rights and opportunities.

It is the responsibility and aim of our school to have effective procedures in place to ensure that a safe and secure environment, free from discrimination, is provided for all students. To achieve this Bellingen Public School Community will actively implement anti-bullying practices. We seek the support of the students and the school community to help create a safer climate.
STATEMENT OF PURPOSE:
Students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community.

Any inappropriate behaviour that gets in the way of teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the wider community have a shared responsibility to create a safe and happy environment, free from all forms of bullying.

Students, teachers, parents, caregivers and members of the wider school community can expect;
• That students will be safe at school, free from fear of bullying, harassment and intimidation
• To be involved in the collaborative development of the school Anti-bullying Plan
• To know what is expected of them and others in relation to the Anti-bullying Plan
• That all students will be provided with appropriate support when bullying occurs.

Students, teachers, parents, caregivers and members of the wider community have a responsibility to;
• Promote positive relationships that respect and accept individual differences and diversity within the whole school community
• Contribute to the development of the Anti-bullying Plan and support it through words and actions
• Actively work together to resolve incidences of bullying behaviour when they occur.

Each group within the school community has a specific role in preventing and dealing with bullying.

Students can expect to;
• Know that their concerns will be responded to by school staff
• Be provided with appropriate support (for both the subjects of and those responsible for the behaviour)
• Take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

Students have a responsibility to;
• Behave appropriately, respecting individual differences and diversity
• Follow the school Anti-bullying Plan
• Respond to incidents of bullying according to their school Anti-bullying Plan
Parents and caregivers have a responsibility to:
- Support their children in all aspects of their learning
- Be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- Support all students of the school to deal effectively with bullying through strategies of the Anti-bullying Plan.

Schools have a responsibility to:
- Develop an Anti-bullying Plan through consultation with parents, caregivers, students and the community, which clearly identifies both behaviours that are unacceptable and the strategies for dealing with bullying in the classroom and playground
- Inform students, parents, caregivers and the community about the School Discipline Code and Anti-bullying Plan
- Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers
- Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour
- Communicate to parents and caregivers that they have an important role to play in resolving incidents of bullying behaviour involving their children
- Follow up complaints of bullying, harassment and intimidation.

Teachers have a responsibility to:
- Respect and support students in all aspects of their learning
- Model appropriate behaviour
- Respond in an appropriate and timely manner to incidents of bullying according to the school Anti-bullying Plan.

OBJECTIVES
To have staff, students and parents recognize teasing and bullying as it exists within our school.

To implement procedures and a framework which allow students to feel secure and confident to report on bullying behaviour without fear or reprisal.

To have a set of consequences, to be used by all staff, designed to minimize teasing and bullying behaviour.

To develop a ‘preventative approach’ to teasing and bullying that is reinforced by our discipline policy and enhanced through the curriculum.

To encourage parent acceptance and support of the school’s policy and procedures.
To initially target verbal bullying ie. Teasing and name calling. To monitor the effectiveness of practices and consequences.
OUTCOMES
Students receive support from teachers and peers and are encouraged to recognize their right to feel safe and happy in the school environment.

Students’ problem solving skills are developed by recognizing and dealing with teasing and bullying.

A reduction in the incidence of teasing and bullying.

School staff have clear guidelines to act on teasing and bullying with clear consequences for these behaviours.

UNDERLYING PRINCIPLES
Bullying is unacceptable behaviour at Bellingen Public School.

Everyone has the right to feel safe at all times.

Students being bullied have the right to seek and receive help from an adult. It is OK to tell.

It is the responsibility of the students who witness bullying to report it to an adult.

Each incident or report should be treated seriously.

Students should be given the opportunity to seek solutions for themselves.

The school’s Discipline system should be used when deciding on consequences for bullying.
PROCEDURES

1. Curriculum input

Over a period of several weeks, class teachers should introduce the “5 Point Plan” for dealing with bullying and teasing. The five strategies include

- Ignoring bullying.
- Walking away.
- Using ‘I’ statements.
- Talk – Use talk that defuses the situation.
- Naming it.

These strategies can be taught through role play, games, drama, discussions, drawing and writing activities.

Class meetings can be used to reinforce policy allowing students to discuss and discover solutions to problems using the “What if…? Method.

Promote cooperative rather than competitive classroom practices. Include cooperative tasks in learning experiences.

Encourage school and classroom ethos which promotes respect for the individual.

Give ‘bad press’ to bullying behaviour e.g. “Teasing and bullying is uncool” give credibility to DOBBING.

2. Procedure for dealing with bullying

Step 1

Students who experience bullying by another student or a group of students should use the ‘5 Point Plan’ and attempt to solve the problem themselves. If this is not successful they should report it to a teacher.

Step 2

The teacher involved should

1) Ask the student “Have you followed the 5 Point Plan ?”
   If the student hasn’t they should be directed to do so.

2) If the student has and it was unsuccessful the teacher should then mediate between the bully and the victim. A behaviour Slip should be completed with a STRIKE issued and signed by the supervising Executive.

3) The teacher should facilitate an agreed solution between the victim and the bully. The Behaviour Slip is filed by the Team Leader.

   It is the responsibility of the classroom teacher to follow up on the return of signed Behaviour Slips.

4) The bully will be reminded to attend ‘time-out’ or ‘classroom detention’ by the teacher via Daily Messages.
**Step 3**
Team Leaders can also be involved in resolving the issue.

**Step 4**
If the matter is unresolved the Executive staff member will refer the matter to the Learning Support Team (LST) and arrange an interview with the offending student/Caregiver and relevant LST members.

**Step 5**
If the incident remains unresolved appropriate disciplinary action will occur.
Suggested Procedures For Dealing with Teasing and Bullying at Bellingen Public School

Student reports teasing and bullying. Ask if they have been through the 5 Point Plan

Yes

Reporting teacher investigates. Behaviour slip issued identifying a STRIKE, timeout to be honoured, attempts resolution.

No

5 Point Plan

Yes

Reporting teacher refer incident to Executive for mediation.

Resolution?

No

Investigating teacher will photocopy the Behaviour Slip and file it in the Bully Filing Box

Yes

Is this the third bullying incident recorded this term?

No

No further action

Yes

School Counsellor referral/caregivers and student interview with Executive.

Resolution?

No

Contract made. Counselling provided.

Yes

Resolution?

No

Appropriate disciplinary action.

Is this the third bullying incident recorded this term?

No

No further action

Yes

No further action
Addendum -1

**Colour Coded Behaviour Management Plan**

- This plan should be used in conjunction with a positive reinforcement system.
- A highly structured colour coded **Behaviour Management system** is used so that the student learns there is a consequence for his / her inappropriate behaviours i.e. when not following class/playground rules.
- A set of class rules for all the students should be displayed in the room. Using colour coding and pictures assists students to learn these rules. The use of rules also assists with the effective management of students and can be reinforced when the rule is being followed. However when rules are not followed there should be appropriate consequences that relates to the rules and can be applied as soon as possible.
- This Behaviour Management System requires **consistent** responding to the student’s inappropriate behaviours.

Location:

**This Behaviour Management system works best when it is implemented across all school environments i.e. classroom, playground, library, computer etc.**

The system is outlined below:

**Step 1:** Verbal warning = Stop and Think red symbol card

**Step 2:** 2nd Verbal warning = yellow visual cue card

**Step 3:** Quiet spot = orange visual cue card

**Step 4:** Time out in another class = red visual cue card

**Step 5:** Principal’s office= Blue visual cue card.

These coloured behaviour management cards can be displayed on the blackboard and as the student progresses through each step, their initials can be placed under the appropriate card.

(These coloured visual cue cards can be attached to a Key Ring of visuals for quick reference as well as being displayed in the classroom – this can be useful when in the playground).
How to implement:

When the student is carrying out an inappropriate behaviour;

1. Give him/her a verbal warning (point to the stop and think symbol) and then give him/her some take up time i.e. 30sec – 1 min. to carry out the instruction. Staff will need to move away from the student during take up time to allow him/her to think the instruction through. Say to the student “It is time for ______, you need to go to _____”. (put the students’ initial on the board).

2. Give him/her their 2\textsuperscript{nd} verbal warning (and show him/her the yellow card) and then give him/her some take up time i.e. 30sec – 1 min. to carry out the instruction. Staff will again need to move away from the student during take up time to allow him/her to think the instruction through. Say to the student “It is time for ______, you need to go to _____”. (put the students’ initial on the board).

3. If after this take up time the student has not carried out the instruction, tell the student he/she needs to move to the quiet spot (show him/her the orange card). If the student refuses to go to the quiet spot, go to step 5.

   If the student moves to the quiet spot happily, he/she needs to sit and think about their behaviour until the time is up (or complete expected work). At the quiet spot the student is timed (using the bell timer). After his/her time is up, they can then move back to what the rest of the class is doing.

4. If the student carries out inappropriate behaviours while in the quiet spot or refuses to go back to the class activity after he/she has had quiet time, tell the student “It’s time for time out. You need to go to ________ room” (show him/her the red card). If the student refuses to go to TIME OUT, go to Step 5.

5. A blue card is sent to the Principal's office. The Principal then comes to the class and the student goes with the Principal her office. Once the student is at the Principal’s office he/she then needs to complete the expected work task. The student can go back to class when the Principal can see that the student has calmed down and he/she is happy with the work he/she has completed. However if after 15 minutes of being in the Principal’s office, his/her behaviour has not improved and he/she is refusing to complete his/her work, their parent(s) are called.

   If the student also refuses to go back to class after he/she has completed his work task and the Principal says he/she is ready to go back to class, the parent(s) are also called.

   At any stage throughout the above steps the student chooses to do the right thing, he/she goes back to the beginning of the system.

   Also if the student works his/her way through this system for the third time in a day, his/her parent(s) are called.

Further points for Implementation:

- Do not negotiate with the student when using this system. Use a short sentence to tell him/her what level he/she is on and then leave it at that. After allowing for some take up time if the student still does not comply, go to the next step.

- Avoid making eye contact with the student when he / she is in the quiet spot.
1. POSITIVE REWARDS
   Merit Certificates every 2 weeks
   Records kept by CT
   Bronze, Silver and Gold Awards
   Rewards Day each term

2. NEGATIVE REWARDS
   Colour Coded Classroom M’ment (whole school – displayed and followed in every room)
   Playground Management System (black folders)
   Consequences BEFORE Green Slip
   Green Slip written in terms of school rules.

3. ANTI BULLYING
   Consistent revision of strategies for individuals
   Use of classroom posters

4. SCHOOL RULES/VALUES
   Consistent revision and positive promotion

<table>
<thead>
<tr>
<th>Be in the right place at the right time</th>
<th>Follow instructions</th>
<th>Raise your hand and wait for permission to speak</th>
<th>Complete all work</th>
<th>Keep hands, feet, mouth and objects to myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pink</td>
<td>Yellow</td>
<td>Green</td>
<td>Orange</td>
<td>Blue</td>
</tr>
</tbody>
</table>

Bellingen Public School – Student Welfare Policy