



**ANNANDALE PUBLIC SCHOOL**  
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# **Fair Discipline and Effective Learning Policy**

*Reviewed August 2014*

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## 1. STATEMENT OF PURPOSE

Annandale Public School aims to have a safe, happy and caring environment for all children. Our school is a place of learning that values and develops the unique talents and academic potential of each child. We are a school with a shared vision, a strong sense of community and collaboratively developed goals. School community relationships are based on mutual respect, clear lines of communication and a whole school commitment to developing a passion for learning and enjoyment of the learning process for all students. Each child is encouraged to respect and care for the environment and live a well-balanced and healthy life.

The **Student Discipline Policy (2012)** emphasises the clear setting of expectations and the acknowledgment of students' encouragement.

The policy promotes a system of logical and consistent consequences for one's own actions – both positive and negative.

## 2. BELIEFS

We believe positive discipline is an essential part of a school's behaviour management plan. By working together the whole school community can promote and build good self-discipline and maximise the opportunity for all students to achieve to the best of their ability. We are very proud of our children's behaviour and will endeavour to maintain our excellent standard of discipline. However, if a child's behaviour is unsatisfactory over a period of time, the Class Teacher and/or School Executive, with School Counsellor may ask the parents to come to the school to discuss ways of supporting their child at school.

We actively encourage children to work and play cooperatively by establishing class and playground routines and environments which support this. We encourage children to develop responsibility for their own behaviour and to make informed choices aware of the consequences of their actions.

A strong merit system, based on positive reinforcement, fosters appropriate behaviour and enhances self-esteem for all students.

### 3. STRATEGIES

#### Positive Climate & Good Discipline

- Provision of secure, happy, safe and stimulating learning environment for all learners
- Creation of an environment that meets the needs of all learners
- Empowerment of all learners to work collaboratively
- Ensuring whole school and community awareness of Fair Discipline and Effective Learning Policy
- Ensuring awareness of the rules, rights and responsibilities for students, staff, parents and community members
- Embedding language of positive and fair discipline, mixed with the language of acknowledgement and encouragement.
- Development of a listening community

#### Teaching and Learning

- Teachers provide a relevant and meaningful curriculum
- Teachers use a variety of teaching styles and approaches
- School programs and units of work embrace the teaching and learning cycle
- Teachers provide relevant assessment and reporting techniques, involving student self-assessment and use 3-way reporting sessions; i.e. student, teacher & parent interviews
- Curriculum and teaching programs embrace the three dimensions of “Quality Teaching”
  1. Intellectual Quality
  2. Quality learning environment
  3. Significance of students’ work and participation

#### Student learning must include skill development in the following areas:

- Language and communication
- Self-esteem building
- Building of resilience and well-being
- Positive social skills and working with peers
- Cooperation
- Assertiveness and decision-making
- Leadership and team-building
- Problem-solving and peer mediation
- Conflict resolution

### 4. OUTCOMES

- Student learning has improved
- Relationships at school are based on mutual respect
- Students have understood their social responsibilities

- The rights of all members of the school community have been supported
- The school community has recognised and acknowledged appropriate behaviour
- Appropriate services and support have been provided for students experiencing difficulties
- Student development plans have been managed in partnerships between school, students, families, services and agencies
- The community has agreed on values, expectations and consequences

## 5. SCHOOL RULES

Our seven school rules are:

- **Be an active learner.**
- **Cooperate with all members of our school community.**
- **Keep hands, feet and objects to yourself.**
- **Speak and act kindly to others.**
- **Be in the right place, at the right time.**
- **Care for our environment.**
- **Hat on, play on.**



These rules are designed to cover all settings including classroom and playground environments, representing the school, travelling to and from school and while attending excursions, arts or sporting events.

- School rules protect people's rights at school.
- We all have rights and responsibilities at school.
- School uniform promotes school spirit and equality.
- Our rules support learners seeking knowledge and achieving to their potential.

Our seven school rules are supported by our school's core values of **integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.**

The Department of Education and Communities (DEC) has developed a set of core rules for all students in NSW government schools.

Annandale Public School's discipline policy incorporates and reflects the DEC's core rules.

All students from Kindergarten to Year 12 in NSW Government Schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

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. (DEC, 2006)

## 6. RESPONSIBILITIES

### ***Students are responsible for:***

- Applying themselves to learning.
- Behaving safely, considerately and responsibly, including when travelling to and from school.
- Attending school every day.
- Speaking courteously.
- Respecting teachers' rights to courtesy, fairness and respect.
- Respecting other individuals and their property.
- Showing courtesy, dignity and respect to other students and community members.
- Refraining from violence, discrimination, harassment, bullying or intimidation.
- Acting safely within the school and during all school activities.
- Peacefully resolving conflict utilising appropriate practices.
- Wearing correct uniform.
- Complying with all school / classroom rules and the Fair Discipline and Effective Learning Policy.

### ***Parents and school families are responsible for:***

- Accepting shared responsibility for student discipline.
- Supporting student learning.

- Ensuring students attend school every day.
- Ensuring students arrive at school on time.
- Providing a school uniform for students to wear.
- Communicating with school staff regarding concerns with learning and/or discipline.
- Supporting the school and the teaching staff in the presence of their children.
- Supporting the school rules and the Fair Discipline and Effective Learning Policy.

***Teachers are responsible for:***

- Demonstrating professionalism and commitment to teaching.
- Developing and maintaining effective classroom management practices.
- Modelling and explicitly teaching desired student behaviours.
- Encouraging students to attend school every day.
- Promoting the wearing of school uniform.
- Respecting students' rights to courtesy, fairness and respect.
- Utilising appropriate practices when conflict arises.
- Supporting other staff through frequent and clear communication.
- Preparing and implementing individual plans for students needing additional support.
- Implementing the school's Fair Discipline and Effective Learning Policy.

***Assistant Principals are responsible for:***

- Providing support for teachers in managing difficult student behaviour.
- Modelling and explicitly teaching desired student behaviours.
- Assisting students to reflect on their own behaviour and the consequences for their actions.
- Determining and implementing appropriate logical consequences for inappropriate student behaviour and ensuring procedural fairness.
- Monitoring the implementation of the Fair Discipline and Effective Learning Policy;
- Keeping a record of all incidents with which they have dealt.
- Communicating issues of student behaviour to staff.
- Liaising with parents and the community in regard to student behaviour.

***The Principal is responsible for:***

- Supporting all staff in the management of student behaviour.
- Modelling and explicitly teaching desired student behaviours.
- Monitoring the implementation of the Fair Discipline and Effective Learning Policy.
- Liaising with parents and the community in regard to student behaviour.
- Keeping a record of all incidents with which they have dealt.
- Ensuring procedural fairness.
- Providing and supporting access to ongoing professional learning for staff.

## **7. POSITIVE SCHOOL CLIMATE**

Following is an overview of all of the systems and structures we have in place at Annandale Public School that promote a positive school climate. Verbal praise and reward systems serve to encourage the child to model the core values of the Department of Education and Annandale Public School's seven school rules and expectations.

### **7a. REWARD SYSTEMS**



# APS REWARD SYSTEMS – Years 2 - 6

All students are rewarded with verbal praise and encouragement

## PLAYGROUND BEHAVIOUR

### ENVIRONMENTAL AWARDS

Students are rewarded for caring for our environment in the playground e.g. picking up rubbish, looking after gardens.

Students are given an environmental award which they take back to class.



The class that accumulates the most environmental awards each week will be given 10 minutes extra playtime on Friday at lunchtime.

## CLASSROOM AND PLAYGROUND BEHAVIOUR

### ACHIEVEMENT AWARDS (CLASSROOM & PLAYGROUND)

Students are rewarded for academic achievement and positive, cooperative behaviour and caring for our environment with achievement awards for e.g. excellent work, listening carefully, following instructions.



### MERIT AWARDS

If 10 achievement awards or playground awards are collected then students are presented with a Merit Award in class and recognised at a whole school assembly.



### SPECIAL AWARDS

If a child receives 5 Merit Awards they will be awarded with a special award. Students who receive a special award will also be invited to a special morning tea with the principal at the end of the term.

### HOUSE POINTS (2-6)

Students in years 2-6 are given house points in their classroom for modelling school expectations for e.g. cooperating with others, working independently, being inclusive, participation. These points contribute to their school house total points tally.

ANNAL  
YOUNG  
PARKES  
JOHNSTON



House points are tallied each week and the class house winner is announced in the classroom and the house that wins across the school is announced at the weekly assembly.



The house that accumulates the most number of house points over the school year is awarded a special shield at the end of year presentation assembly.



# APS REWARD SYSTEMS – Kindergarten and Year 1

All students are rewarded with verbal praise and encouragement

## PLAYGROUND BEHAVIOUR

### HAPPY BOOK

Students are rewarded for friendly behaviour and cooperative play and for e.g. including others, helping a friend, playing fairly. When students display these behaviours, they will be given a tick in the Happy Book



When a student receives three (3) ticks in the Happy Book, a commendation letter will be sent home.

### ENVIRONMENTAL AWARDS

Students are rewarded for caring for our environment in the playground e.g. picking up rubbish, looking after gardens. Students are given an environmental award which they take back to class.

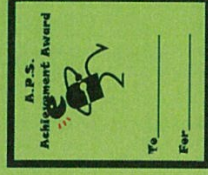


The class that accumulates the most environmental awards each week will be given 10 minutes extra playtime on Friday at lunchtime.

## CLASSROOM BEHAVIOUR

### ACHIEVEMENT AWARDS

Students are rewarded for academic achievement and positive, cooperative behaviour with achievement awards for e.g. excellent work, listening carefully, following instructions.



### MERIT AWARDS

If 10 achievement awards or playground awards are collected then students are presented with a Merit Award in class and recognised at a whole school assembly.



### SPECIAL AWARDS

If a child receives 5 Merit Awards they will be awarded with a special award. Students who receive a special award will also be invited to a special morning tea with the principal at the end of the term.

## 7b. FRIENDLY SCHOOLS PLUS

Friendly Schools Plus offers one of the most effective means to reduce bullying among young people. The resource is based on a whole-school approach to enhance students' social and emotional understandings and competencies throughout their schooling. The program is based on 12 years of empirical research from the Child Health Promotion Research Centre. The materials are designed to encourage positive social behaviour and reduce bullying behaviour.

Friendly Schools Plus is a program incorporated into the curriculum for Pre-school to Year 6 at Annandale Public School.

## 7c. ACHIEVEMENT AND MERIT AWARDS

To maintain a positive learning environment students are given achievement awards to recognise academic achievement and positive work ethic in our school. Some examples of what achievement awards may be given for include:

- **Being an active learner.**
- **Cooperating with all members of our school community.**
- **Keeping hands, feet and objects to yourself.**
- **Speaking and acting kindly to others.**
- **Being in the right place, at the right time.**
- **Caring for our environment.**

When students have collected 10 achievement awards (or playground awards), they will be formally recognised in a whole school assembly and will be presented with a Merit Award in their class.

If 5 Merit Awards are collected, that student will be presented with a badge at a whole school assembly in recognition of their consistent academic achievement and invited to a special morning tea with the principal at the end of that school term.

## 7d. HOUSE POINT SCHEME

To maintain a positive learning environment students are awarded house points to recognise their commitment to following the school rules and demonstrating citizenship in our school. Some examples of behaviour that will be rewarded with house points include:

- **Being an active learner.**
- **Cooperating with all members of our school community.**
- **Keeping hands, feet and objects to yourself.**
- **Speaking and acting kindly to others.**
- **Being in the right place, at the right time.**
- **Caring for our environment.**

Every student at Annandale Public School is assigned to one of our school houses (**Annan**, **Parkes**, **Johnston** and **Young**) when they move into year 2. Each class teacher will award a given number of house points to students who demonstrate the above behaviours.

The house that accumulates the most number of house points across the school each week will be formally recognised at a whole school assembly.

The house that accumulates the most number of house points across the whole school year will be presented with a shield at the end-of-year presentation assembly.

## **7e. POSITIVE PLAYGROUND BEHAVIOUR**

At each recess and lunch time, the teacher on duty carries playground awards to be distributed to children who are following school rules and demonstrating positive playground behaviours. Some examples of positive playground behaviour that will be rewarded with a playground award include:

- **Being an active learner.**
- **Cooperating with all members of our school community.**
- **Keeping hands, feet and objects to yourself.**
- **Speaking and acting kindly to others.**
- **Being in the right place, at the right time.**
- **Caring for our environment.**

These playground awards are accumulated by students and, in conjunction with Achievement Awards earned in the classroom, contribute to achieving a Merit Award when ten of these awards have been collected.

## **7f. STUDENT MENTORING**

At APS, student mentoring, or peer support, works both as a successful teaching and learning activity and as a positive social experience for all students involved. Older students gain a sense of leadership and pastoral care, as well as consolidating their knowledge and understanding via teaching and mentoring younger students. Younger students positively interact with the older students, developing respect and trust along with heightened engagement and thus deeper understanding.

Some examples of student mentoring over the past 2 years include:

- Stage 3 and kindergarten buddies.
- Stage 3 and Stage 1 maths problem solving.
- Stage 3 and Stage 1 Science Week design and make.
- Stage 3 and Early Intervention Fun.

- SRC class representatives. Reps work with the classroom teacher during and after Friday assemblies to assist learning and teach games/ do cooking/ take feedback for student and school needs to SRC meetings.
- SRC lunchtime and fundraising activities such as FUN Days, Handball and Chess competitions, mufti days, Enviro days, and new SRC page on the school intranet.
- G&T mixed grade Student newspaper, led by School Principal.

These activities, plus many occasional inter-class activities that teachers collaboratively plan, are a guaranteed success for all students involved. Students' self-efficacy and self-esteem is boosted as a result, and overall student positive behaviour and learning outcomes are enhanced.

## **8. MANAGEMENT AND SUPPORT OF BEHAVIOUR IN THE CLASSROOM AND ON THE PLAYGROUND**

### **8a. TEACHER RESPONSIBILITIES ON PLAYGROUND DUTY**

Whilst on playground duty, it is the responsibility of the teacher to:

- Give verbal praise to students following school rules and expectations and award playground awards where appropriate
- Walk around the playground (refer to suggested route in playground book), particularly the identified hotspots for bullying and monitor students' behaviour ensuring safe and fair play
- Model 'hat wearing' behaviour and enforce the 'hat on, play on' school rule
- Employ fair and just conflict resolution strategies
- Encourage all children to stay off and respect all gardens
- Encourage all children to keep the playground environment beautiful by keeping it free from rubbish
- Record incidents in the playground book and inform executive staff of any such incidents that have occurred or are occurring regularly
- Model 'active listening behaviour' at the post recess assembly to encourage all children to do the same

# CLASSROOM DISCIPLINE PROCEDURES

## LEVEL 1 BEHAVIOURS

Examples include: off-task behaviour, not following teacher instructions, disruptive behaviour, speaking rudely, refusing to cooperate, running inside

## LEVEL 2 BEHAVIOURS

Examples include: swearing, low-level violent activity, continued refusal to cooperate, absconding from the classroom

## LEVEL 3 BEHAVIOURS

Examples include: high level violence, possession of weapons/illegal substances  
**IN CASE OF EMERGENCY, A RED CARD IS SENT TO THE OFFICE**

### REDIRECTION

Teacher reminds student of school rule

### 1<sup>st</sup> REMINDER

Teacher reminds student of school rule again and provides visual reinforcement.

### 2<sup>nd</sup> REMINDER

Teacher reminds student of school rule again and possible consequences if behaviour continues. Another visual reminder is given.

### THINKING TIME

Student is given 5-10 minutes thinking time in a designated classroom space or in a buddy classroom.

### EXECUTIVE TIME OUT

Student is removed from classroom to an executive staff member's room and remains there until next break. Students are to fill in a reflection sheet that is sent home a letter to parents (Form A). Student is off the playground at lunch time.

### PRINCIPAL MEETING

Student is removed to the principal's office where they remain until the next break or end of school day. A **Form B** is completed and principal makes immediate contact with parents by phone or in person if possible.

If this process is repeated twice in a day treat as a level 2 behaviour

After 2 **Form As** have been issued to a student, a **Form B** is sent home.

### OUT OF SCHOOL SUSPENSION

Student is removed from school environment to complete work at home for 1 to 21 days. A resolution meeting with the parents, principal and classroom teacher occurs before student returns to school.

### IN SCHOOL SUSPENSION

Student is removed from classroom environment to complete work in a designated space for up to 2 days. A resolution meeting with the parents, principal and classroom teacher occurs before student returns to class.

### EXPULSION

Annandale Public School's expulsion policy is in line with the Department of Education's Expulsion Policy. Please see [https://www.det.nsw.edu.au/policies/student\\_services/discipline/stu\\_discip\\_gov/suspol\\_07.pdf](https://www.det.nsw.edu.au/policies/student_services/discipline/stu_discip_gov/suspol_07.pdf) for further information.



# PLAYGROUND DISCIPLINE PROCEDURES

## LEVEL 1 BEHAVIOURS

Examples include: No hat, littering, running in undercover areas, refusing to play by rules of game, name calling, teasing, climbing trees,

## LEVEL 2 BEHAVIOURS

Examples include: out of bounds, low level violent activity (for example tackling, pushing, shoving), damaging school equipment, repeatedly not following teacher instructions

## LEVEL 3 BEHAVIOURS

Examples include: possession of weapons/illegal substances, threatening/swearing at staff, vandalism, leaving school grounds, high level violent activity (for example punching)

**IN CASE OF EMERGENCY, A RED CARD IS SENT TO THE OFFICE**

### VERBAL REMINDER

Teacher reminds student of school rule

### THINKING TIME (INFANTS ONLY)

Student sits down for 5 minutes in a designated area for some reflective thinking about their actions.

### TEACHER SHADOW

Student shadows teacher for a period of time to give them an opportunity to talk and discuss the school rules

### TIME OUT

Student is removed from the playground to sit in a designated area for up to 30 minutes. Incident to be recorded in the playground behaviour book

### FORM A

If a student is in time out twice (2-6) or three times (K-1) in a week, a behaviour form A will be issued. The student will then be off playground at lunch for up to one week and will complete a reflection sheet.

### REMOVAL FROM PLAYGROUND

Student is removed to the principal's office where they remain until the next break or end of school day. A **Form B** is completed and principal makes immediate contact with parents by phone or in person if possible.

### OUT OF SCHOOL SUSPENSION

Student is removed from school environment to complete work at home for 1 to 21 days. A resolution meeting with the parents, principal and classroom teacher occurs before student returns to school.

### IN SCHOOL SUSPENSION

Student is removed from classroom environment to complete work in a designated space for up to 2 days. A resolution meeting with the parents, principal and classroom teacher occurs before student returns to class.

### EXPULSION

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If this process is repeated twice in a break treat as a level 2 behaviour

At teacher's discretion after investigating incident

After 2 **Form As** have been issued to a student, a **Form B** is sent home.





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## **REQUEST FOR PARENT ASSISTANCE FORM A**

### **Dealing with Unacceptable Behaviour**

**Child's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Dear** \_\_\_\_\_

**This letter is to tell you about your child's behaviour at school. We believe that if you know your child has had difficulty meeting school expectations and you know about the consequences that apply, then we be able to work together to improve the situation.**

**The problem:** \_\_\_\_\_

\_\_\_\_\_

**Our action:** \_\_\_\_\_

\_\_\_\_\_

**Please discuss this matter at home and help us improve your child's understanding of, and attitudes about, acceptable behaviour.**

**As a result your child will miss half lunch / all lunch from** \_\_\_\_\_ **to** \_\_\_\_\_

**Ellie Moore**  
**Principal**

**Executive Staff Member**

**Class Teacher**

.....

## **REQUEST FOR PARENT ASSISTANCE – FORM A**

(Please return this portion to school)

**I have received the Request for Parent Assistance Form A and I have discussed this matter with my child.**

**Parent / Carer's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Child's Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**If you would like to discuss this matter with us, please do not hesitate to contact the school.**

**Email:** [annandale-p.school@det.nsw.edu.au](mailto:annandale-p.school@det.nsw.edu.au)

**Web:** <http://www.annandalepublicschool.nsw.edu.au>



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## REQUEST FOR PARENT ASSISTANCE FORM B

Date \_\_\_\_\_

Dear \_\_\_\_\_

At present your son / daughter \_\_\_\_\_ Class \_\_\_\_\_

is causing us concern. We are addressing this ongoing problem that your child has been experiencing and we feel the need to meet with you to discuss further action.

The nature of the problem is :

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**Ellie Moore**  
**Principal**

**Executive Staff Member**

**Class Teacher**



### ANNANDALE PUBLIC SCHOOL

(Please return this portion to school)

**I have received Request for Parent Assistance Form B**

**Please contact Ms Moore ASAP to arrange a meeting.**

My child \_\_\_\_\_ is in class \_\_\_\_\_

Parent / Carer's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **8f. RESTORATIVE QUESTIONS**

Inappropriate student behaviour will be explored through questions based on the Restorative Practice when they are removed from class. They are:

- 1. What happened?**
- 2. What were you thinking of at the time?**
- 3. What have you thought about since?**
- 4. Who has been affected by what you have done? In what way?**
- 5. What do you think you need to do to make things right?**

These questions are about challenge, story, reflection and reparation and are designed to build a strong basis upon which to foster healthier relationships. The structure of the questions focus on the past (what happened?), present (reflection on who has been affected and in what way) and future (what needs to be done to make things right?).

The questions therefore emphasise the importance of harm and its impact on relationships. They are: open ended, respectful, thinking questions rather than feeling ones which tend to evoke stronger emotional responses. The process has the potential to develop empathy and avoids asking the WHY (why did you do that) question.

Annandale Public School is committed to developing healthy, positive relationships between teachers, students, parents and the wider community through dialogue and respect.

## **8g. BEHAVIOUR CONTRACTS/REFLECTION SHEETS**

Where students have had difficulty adhering to our six school rules and expectations, the following behaviour contracts may be used by teachers to help support students' in learning appropriate behaviours.

Where there have been instances of inappropriate behaviour by students, they may be required to complete a reflection sheet. This encourages students to take responsibility for their actions, consider how their behaviour has impacted on others and think about how they can improve their own behaviour.



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## APS BEHAVIOUR CONTRACT – PLAYGROUND

*Speak and act kindly  
to others*

*Keep hands, feet and  
objects to ourselves*

*Be in the right place at  
the right time*

*Cooperate with all members of our school  
community*

*Care for our  
environment*

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date Started: \_\_\_\_\_

School Rule Focus: \_\_\_\_\_

Goal: \_\_\_\_\_

	Recess	1 <sup>st</sup> Lunch	2 <sup>nd</sup> Lunch	Aftercare
	Teacher comment and signature	Teacher comment and signature	Teacher comment and signature	Teacher comment and signature
<b>Day 1</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 2</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 3</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 4</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 5</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				

Comment: \_\_\_\_\_

Student signature		Teacher signature	
AP's signature		Parent signature	



**ANNANDALE PUBLIC SCHOOL**  
25 JOHNSTON ST, ANNANDALE NSW 2038

## APS BEHAVIOUR CONTRACT – CLASSROOM

*Speak and act kindly  
to others*

*Keep hands, feet and  
objects to ourselves*

*Be in the right place at  
the right time*

*Cooperate with all members of our school  
community*

*Care for our  
environment*

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date Started:** \_\_\_\_\_

**School Rule Focus:** \_\_\_\_\_

**Goal:** \_\_\_\_\_

	9:00-10:00	10:00-11:00	11:30-12:30	1:30-3:00
	Teacher comment and signature	Teacher comment and signature	Teacher comment and signature	Teacher comment and signature
<b>Day 1</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 2</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 3</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 4</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				
<b>Day 5</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
<b>AP's signature and comment</b>				

**Comment:** \_\_\_\_\_

Student signature		Teacher signature	
AP's signature		Parent signature	



# APS Behaviour Contract

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_ accept that I have demonstrated unacceptable behaviour involving \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I agree to

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- I understand that the consequences of breaking this contract will be:
- An interview with the principal involving my parents.
  - Exclusion from the playground, classroom or school functions.
  - Possible suspension
  - I understand that, if I have a problem resolving conflict, I ask a teacher for help in order to learn better ways to deal with my problem.

Student's Signature \_\_\_\_\_

Parent /Carer \_\_\_\_\_

Assistant Principal \_\_\_\_\_

Date \_\_\_\_\_



# APS Behaviour Reflection Sheet – Primary 3-6

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Which of our school rules do you need to think about?



1. What happened? Explain how you were involved and what you did?

.....

.....

.....

.....

2. What were you thinking of at the time?

.....

.....

.....

3. What have you thought about since?

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Which of our school rules do you need to think about?



Draw or write about your behaviour. What happened?



How did your behaviour affect others?



Draw or write what you need to do differently from now on.

## **8i. CENTRAL WELFARE RECORDS**

Any behaviour incidents or sequences that result in a Form A being sent home to parents will be formally logged into a central welfare recording system by Assistant Principals. The following details will be recorded:

- Name of student/s involved
- Date of the incident/s
- Which school rule was broken
- Details of the incident
- Location of the incident
- Consequences for the student/s involved

It is the responsibility of the executive staff members to monitor the central welfare records and identify patterns of behaviours that are unacceptable.

## **8j. BEHAVIOUR IMPROVEMENT PLANS**

When there is a need for specific behavioural intervention, the school will implement a Behaviour Improvement Plan. These plans are designed in consultation with the classroom teacher, the principal, parents/carers and where appropriate the school counsellor, learning support team coordinator, the behaviour learning support teacher and any other relevant external agencies.

These behaviour improvement plans identify behaviours of concern and outline strategies that the school will employ to assist students in improving their behaviour.

Teachers will develop behaviour improvement plans for students where appropriate and will tailor the plan to individual needs. An example plan is detailed below.



ANNANDALE PUBLIC SCHOOL  
25 JOHNSTON ST, ANNANDALE NSW 2038

# Annandale Public School: Behaviour Improvement Plan

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

Birthdate: \_\_\_\_\_ Class: \_\_\_\_\_

Parent(s)/Carer(s): \_\_\_\_\_

APS staff involved: \_\_\_\_\_

Other agencies involved: \_\_\_\_\_

Behaviour plan review date: \_\_\_\_\_

## **BEHAVIOUR ANALYSIS**

OVERALL AIM:	
BEHAVIOURS CAUSING CONCERN:	
TARGET BEHAVIOURS FOR THIS PLAN:	
STUDENT'S STRENGTHS	
<b>PATTERNS OF BEHAVIOUR</b> (Patterns in time, place or circumstance that often lead to the behaviours of concern)	<b>TRIGGERS OF BEHAVIOUR</b> (People, situation, verbal manner or others' behaviour that trigger behaviours of concern)

## STRATEGIES TO IMPROVE BEHAVIOUR

Why is the child exhibiting these behaviours? \_\_\_\_\_

What behaviours do we want to replace these? \_\_\_\_\_

PROACTIVE STRATEGIES TO IMPROVE BEHAVIOUR	EVALUATION
REACTIVE STRATEGIES TO MANAGE BEHAVIOUR	EVALUATION

EMERGENCIES AND CONTINGENCIES

How will this be communicated to parents/carers and other agencies? \_\_\_\_\_

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

Principal signature: \_\_\_\_\_

Classroom Teacher's signature: \_\_\_\_\_

School Counsellor/LST Coordinator signature: \_\_\_\_\_

## **8k. INCIDENT REPORTS**

When an incident has occurred on the playground where serious injury has occurred to a child, the staff member who was on playground duty at the time of the incident will complete an incident report. Following is an example incident report.





# STATEMENT FROM WITNESS STUDENT

STUDENT'S FULL NAME

AGE

CLASS

DESCRIBE/EXPLAIN WHAT HAPPENED

Blank area for describing the event.

# **TEACHER'S REPORT**

**STUDENT'S FULL NAME**

**DATE OF INCIDENT**

**TIME AND PLACE OF INCIDENT**

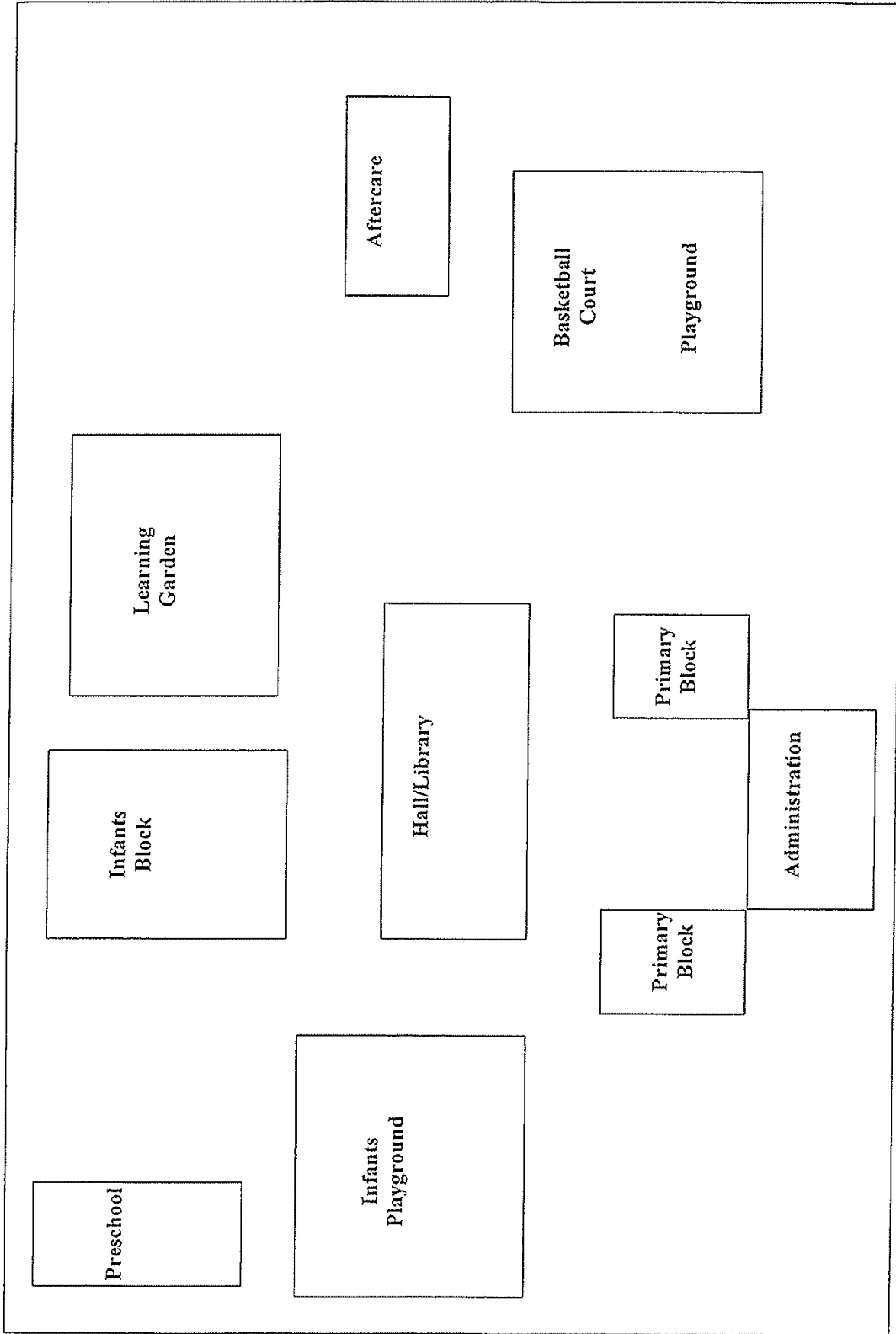
**DESCRIBE/EXPLAIN CLEARLY WHAT HAPPENED**

**WAS FURTHER ACTION TAKEN? WHAT WAS IT?**

**TEACHER SIGNATURE AND DATE**

WHERE DID THE INCIDENT OCCUR?

ANNANDALE PUBLIC SCHOOL



## 9I. BEHAVIOUR LEARNING SUPPORT REFERRALS

### Pre-referral Process

- Before making a referral: Discuss your concern with a colleague familiar with the group / student if possible. Identify any teaching or learning accommodations / adjustments needed for the student / class to access the curriculum and consider and / or implement effective strategies the previous teacher has used.
- Discuss your concern with your stage. Seek support from Executive staff
- Use self-reflection checklists to see where any changes to universal strategies could be made to support learning
- Speak to the student's parent / caregiver about your concerns and indicate your intention to submit a referral to the LST

### Referral Process

- When completing the Learning Support Team Referral:
- Discuss the referral with parents / caregiver and include any relevant information from parents / caregivers on referral form
- Complete LST referral form, ask executive staff member to sign and submit to LST coordinator.

### LST Meeting

- Student / class will be discussed at next LST meeting:
- Discussion and action points will be emailed to class teacher. Student / class will be reviewed fortnightly by LST and updates communicated to staff where appropriate.
- Options available to LST include: Counsellor Assessments/ LaST assessments / LaST observations, referral to a welfare or learning program, parent / carer interview / development of profile / development of personal learning or behaviour plan / provision of SLSO support / TPL for whole staff

Follow up  
LaST to inform parents / caregivers  
of next steps



# ANNANDALE PUBLIC SCHOOL

## Learning Support Team Referral

When completed please put in Learning Support Coordinator Pigeon Hole

Student/Class \_\_\_\_\_ Year \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_

### TEACHER REPORT

**LEARNING:** Please indicate the areas this student is showing difficulties with by ticking the appropriate boxes. Add any relevant comments in the space provided.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Working independently  | <input type="checkbox"/> Copying from the board       | <input type="checkbox"/> Completing tasks      |
| <input type="checkbox"/> Asking questions       | <input type="checkbox"/> Completing homework          | <input type="checkbox"/> Comprehension         |
| <input type="checkbox"/> Writing                | <input type="checkbox"/> Participating in discussions | <input type="checkbox"/> Retaining information |
| <input type="checkbox"/> Following instructions | <input type="checkbox"/> Organisation                 | <input type="checkbox"/> ESL difficulties      |

**Comments:** \_\_\_\_\_

**BEHAVIOUR:** Please indicate behaviour of concern of this student by ticking the appropriate boxes. Add any relevant comments in the space provided.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Impulse control             | <input type="checkbox"/> Attendance    | <input type="checkbox"/> Hyperactivity       |
| <input type="checkbox"/> Non-compliant/argumentative | <input type="checkbox"/> Punctuality   | <input type="checkbox"/> Attention           |
| <input type="checkbox"/> Harassment                  | <input type="checkbox"/> Anger control | <input type="checkbox"/> Physical aggression |

**Comments:** \_\_\_\_\_

**WELLBEING:** Please indicate the areas of concern in terms of personal wellbeing by ticking the appropriate boxes. Add any relevant comments in the space provided.

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Appears tired and listless  | <input type="checkbox"/> Suspected self-harm | <input type="checkbox"/> Home/family issues |
| <input type="checkbox"/> Isolated in peer group  | <input type="checkbox"/> Withdrawn/anxious   | <input type="checkbox"/> Hygiene/Diet       |
| <input type="checkbox"/> At risk behaviour (sexual behaviour, criminal behaviour, suspected substance use) |  |   |

**Comments:** \_\_\_\_\_

**STRATEGIES AND INTERVENTIONS:** Please indicate the areas already attempted by ticking the appropriate boxes. Add any relevant comments in the space provided.

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Individual adjustments used | <input type="checkbox"/> Completed classroom checklist        | <input type="checkbox"/> Visual aids used     |
| <input type="checkbox"/> Seating plan                | <input type="checkbox"/> Parent contact                       | <input type="checkbox"/> Meeting with student |
| <input type="checkbox"/> Time-out                    | <input type="checkbox"/> Modified work                        |   |
| <input type="checkbox"/> Referral to Executive staff | <input type="checkbox"/> Familiar with previous interventions |   |

**Comments:** \_\_\_\_\_

Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

Executive staff signature \_\_\_\_\_ Date \_\_\_\_\_

Executive staff comment \_\_\_\_\_



## **9m. SCHOOL COUNSELLOR REFERRAL PROCESS**

The school counsellor is an experienced teacher with post-graduate training in school counselling. They complement and enhance the work of teachers by strengthening schools' student welfare provisions and providing counselling and psychological assessment of students with specific needs. Their collaboration with teachers in classrooms is designed to improve student learning outcomes.

Parents or caregivers are involved from the outset of referral to the school counsellor. Parents may make referrals through consultation with the principal the Principal, teacher or by contacting the counsellor directly.