Introduction

Overport Primary School is an inclusive school community committed to providing engaging and challenging educational opportunities that support individuals to achieve their full potential. We are strongly committed to enabling all students to grow and learn in a safe and supportive environment. In achieving our goal, we acknowledge that our school community, students, staff and families (including carers), has a crucial role to play in our students’ education.

Through our Student Wellbeing Policy we aim to:

- Promote a school tone and culture that is happy, safe and in which everyone feels valued
- Encourage and support respectful, responsible and resilient relationships. Respect relates not only to people but also to practices and processes employed in our school
- Provide equal access to support for individuals and groups with sensitivity to their needs
- Maintain high expectations for behaviour and learning. These expectations will be communicated explicitly and with clarity
- Ensure a fair and consistent approach in how we in we respond to a broad range of situations
- Make decisions, which are strongly based on shared values
- Address bullying in a clear and explicit fashion

This policy is to be implemented consistent with Occupational Health and Safety obligations which ensure a safe and healthy work environment for staff, students and visitors at school. This policy is used in conjunction with Department of Education policies relating to student wellbeing. The school Wellbeing Policy applies outside of the school, where there is a clear and close connection between the school and the conduct of the students.
The Overport Primary School values guide the way our school operates. It underpins student welfare and discipline and how we as a school communicate with parents and the community. They also guide the learning experiences that are provided for students and how they are provided.

**Overport Primary School CARES**

At Overport Primary School we value:

**Commitment**
- Ensuring students receive the best possible education and opportunities
- Focusing our work strategically to improve student outcomes
- Professional development to keep abreast of new initiatives and education trends
- Effectively planning, preparing and delivering high level educational programs
- Full support of all school based events by students and staff

**Acceptance**
- Valuing, encouraging and promoting tolerance of individual differences and diversity including heritage, culture and religion
- Actively promoting the fair and inclusive treatment of others
- Making meaningful connections with students, colleagues and parents

**Respect**
- Having regard for yourself and others
- Accepting the right of others to hold different or opposing views

**Excellence**
- Striving for the highest personal achievement in all aspects of schooling
- Recognising and rewarding effort and achievement
- Encouraging and acknowledging individual improvement

**Strength**
- Acting with integrity by being consistently honest and trustworthy
- Maintaining high standards
- Making consistent decisions and choices for the benefit of all
- Being firm but fair and demonstrating sound judgments based on tolerance and understanding

*At Overport we are committed to proving excellent educational experiences where children’s talents will flourish and respect is given to every individual.*

**Overport Primary School CARES for students, families and the community.**
School Rules & Expectations

All areas of Overport Primary School are learning and teaching environments. We have the responsibility to ensure all students are safe within the school and the broader online learning environment. Overport Primary School maintains a respectful and safe school by ensuring that rules and expectations are clear, consistent and fair. Our school rules and classroom expectations support the students, teachers and school community in knowing what is expected of them at all times. They are stated positively, taught explicitly and reiterated regularly.

SCHOOL RULES

1. Be safe
2. Be responsible
3. Be respectful
4. Be a learner

SCHOOL EXPECTATIONS

- Keep our hands and feet to ourselves
- Move around in a safe way
- Take turn to speak and use manners
- Do as the teacher asks the first time
- Take care of our school, the equipment and the environment
- Be in the right place at the right time

Rules and expectations apply to all activities organised by Overport Primary School.

See Appendix 1 - Examples for Explicit Teaching of School Rules
Student Wellbeing, including welfare and discipline at Overport Primary School is underpinned by Restorative Justice Practices. This philosophy provides a set of principles, which emphasise the values of empathy, respect, honesty, acceptance, responsibility, and accountability.

Restorative Practices:

- Focus on transforming the conflict, enhancing relationships and changing behaviour, rather than focusing on punishment for misdemeanours.
- Provides ways to effectively address behaviour and other complex school issues.
- Offers a supportive environment that can improve learning.
- Improves safety by working to prevent future harm.

<table>
<thead>
<tr>
<th>Punitive</th>
<th>Restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on punishment</td>
<td>Focus on repairing the harm and restoring relationships</td>
</tr>
<tr>
<td>Focus is on what happened and establishing blame or guilt.</td>
<td>Focus on problem solving by expressing feelings and needs and exploring how to address problems in the future.</td>
</tr>
<tr>
<td>Misbehaviour defined as breaking school rules or letting the school down.</td>
<td>Misbehaviour defined as harm (emotional/mental/physical) done to one person or group by another.</td>
</tr>
<tr>
<td>Adversarial relationship and process. Includes an authority figure with the power to decide on penalty, in conflict with wrongdoer.</td>
<td>Dialogue and negotiation, with everyone involved in the communication and cooperation with each other.</td>
</tr>
</tbody>
</table>

**RESTORATIVE QUESTIONS**

At Overport Primary School, we use the following questions when dealing with inappropriate behaviours in the playground or the classroom.

For those who have done the wrong thing...
- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

For those who have been harmed...
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
Encouraging & Reinforcing Positive Behaviour

Teacher managed strategies

Incidental strategies

Classroom teachers use a range of strategies and resources in encouraging positive behaviours. These may include (but are not restricted to):

- In class incentive schemes such as bonus time*, special jobs, class responsibilities, house points, table points etc.
- Communication with parents/guardians about achievements and progress
- Verbal and non-verbal praise e.g. a wink, thumbs up or “well-done”, using positive reaffirming statements such as “I like the way you are…” , “You should be proud of yourself”, “That was a terrific decision, it really helped the group”
- Focusing on positive behaviours within the classroom
- Offering positive leadership experiences within the grade through ‘I can/expert posters’** and classroom coaches
- Identifying positive behaviours through class discussions (Circle Time, restorative conversations and role plays as a part of explicit teaching)

Whole School Reward System

A consistent reward system operates throughout the school within classrooms and for specialist teachers.

- House points are awarded to students who demonstrate positive behaviours within the learning space or playground
- Overport CARES certificates are presented at assemblies and reported in the newsletter to students who consistently exhibit the Overport Primary School values
- Specialist awards are presented at assembly to class groups or individuals who work beyond the expectations in the specialist learning environment

Play Away Area

Two alternative play spaces, the ‘Play Away areas’ are available for students to use at lunchtime and recess at Overport Primary School. The outside ‘Play Away’ space, located between our administration building and the art room is open at every break with the library open for 30 minutes every lunchtime. The students who use this area take part in quiet games and activities whilst developing pro-social skills. Students are able to use the space by choice. Some students are encouraged to use the area if they are having difficulty following playground behaviour expectations. An outdoor games area, located between the administration building and the art room, is open for all students to use at their leisure during lunchtime.

---

*Bonus time - If the class group achieves the set task and behaviour expectations then the group receives bonus time towards a negotiated bonus activity such as class game or free time.

**I can/expert posters - each student in the group is the expert in an area and this is displayed within the learning space. These students become the go to student for others the grade when they need help and they become the classroom coach. Ensure the coach shows and does not do for.
Values Education

The values of Overport Primary School, Commitment, Acceptance, Respect, Excellence and Strength are embedded within the school community through the development of a common language. The language associated with the Overport CARES values are used by students on a day-to-day basis when talking to teachers and their peers. The common language is also employed in the classroom and playground by staff during Restorative conversations, providing a consistent message to the students.

Student managed strategies

Student Leaders

Students in year six at Overport Primary School can lead the school in a number of areas. At the end of their grade five year all students are encouraged to present a leadership speech in the hope of being elected into a leadership position. Students can lead the school in a number of areas. They can become leaders of; the school, a house, sport, performing arts, audio visual, visual arts, the library, LOTE, the canteen and the planet savers.

Student leaders play an important leadership role across the school. They are each responsible for an area within the school, they are role models to all students, they assist with special events and most play an important role at our weekly assembly. In addition to these roles, the Overport Primary School, school and house captains are responsible for leading the assembly each week.

Student Representative Council (SRC)

The student representative council (SRC) is made up of the grade six school and house captains and a selection of grade five students. Each year, the grade five classes, elect 1 peer to the Student Representative Council. The school captains and house captains are automatic inclusions on the student representative council. The SRC report to regular meetings to outline concerns and highlight positive behaviours recognised in the school by students. The SRC facilitates leadership and decision making by all the students in our school. Actions are decided upon and reported through staff meetings and to the whole community via weekly assemblies and newsletters. The SRC also assist the school and community in special events.

Yard Leaders

Students in grade 5 and 6 receive training to gain the skills needed to mediate students in situations where their peers are in dispute in the playground. These students become Yard Leaders. The Yard Leaders program promotes leadership in our students and helps them to grow emotionally and learn skills to help their peers, teachers and community. The Yard Leaders identify students who demonstrate positive behaviours in the playground and present an award at assembly each week for one of these students.
Buddies

A buddy system is in place at Overport Primary School student with a connection between the year five and prep students and the year one and grade six students. The year five students are allocated a prep buddy at the beginning of the school year. This program promotes familiarity for the preps with older students within the school. The connection remains when the year fives move into year six and the prep students move into grade one which encourages continuity of relationships.

The year five and six students are role models, supporting the Prep and year one students during their first two years at school. The relationships are first fostered by teacher led activities and games and through support at special events. Eventually the interactions will enable the younger students to develop their own friendship groups with the goal of independence in the school community.

Student led games

Our year 6 students lead students in prep – two in lunchtime games and activities once per week. The grade six students model appropriate game behaviour and promote pro social skills. The students learn strategies and skills to play positive games on their own at recess and lunchtimes. Games such as hopscotch, four square, skipping and tunnel ball are played by the students.
Managing Inappropriate Behaviour

Overport Primary school employs a consistent and fair set of disciplinary measures. These are applied in conjunction with a restorative practices approach when there is a breach of behaviour expectations by students. Students may be disciplined for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. It is ensured that all disciplinary measures are proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour.

In line with the Education Training and Reform Act (2006) Overport Primary school prohibits the use of corporal punishment.

When students exhibit low-level and infrequent problem behaviour the first response of school staff members is to remind the student of the expected behaviour. School staff members ask students to think about how they might be able to act more safely, more respectfully, more responsibly or exhibit learning behaviours. This encourages students to reflect on their own behaviour, evaluate it against the expected behaviour and plan how they can modify their behaviour in line with the expectations of the school. The Overport Primary School staff work with students to help them manage their own behaviour.

Minor Problem Behaviours

Overport Primary School aims to prevent problem behaviour by teaching and reinforcing positive behaviour on an ongoing basis. When unacceptable behaviour occurs students will experience a set of predictable and fair consequences. Our school seeks to ensure that responses to unacceptable behaviour are dealt with in a restorative manner and are fair, consistent and proportionate to the nature of the problem.

At Overport Primary School problem behaviour is classified as either minor or major. *

Minor problem behaviours are dealt with by staff at the time the behaviour or incident occurs.

They are behaviours that:

- Do not seriously harm others
- Do not put the student at risk
- Do not put other students at risk
- Are not part of a pattern of problem behaviours
- Do not violate the rights of others

When a minor problem behaviour breach has occurred the staff member will engage the student in the re-direction procedure.

Re-direction procedure

1. Staff member questions the student regarding the behaviour the student is displaying
2. Staff member asks the student to name the expected behaviour
3. Staff member states and explains the expected behaviour if necessary
4. Student continues with the set task or activity
Continued inappropriate behaviour

All teachers will provide students with two, clearly stated, opportunities to follow the behaviour expectations and repair the harm. If a student persists with inappropriate behaviour and the re-direction procedure has not had any effect, the teacher will discipline the student. This may include; time out of learning space, ‘time in’ to think, movement to a different teacher, time in office.

Inappropriate behaviour choices in the classroom

1 – Question or reminder of what is the appropriate behaviour choice
2 – Second reminder and reiteration of appropriate behaviour choice
3 - Thinking time in classroom, alternative learning space
4 – Teacher will follow up quickly to restore the harm and strengthen the relationship.
5 – Complete a behaviour incident report or notify Wellbeing Co-ordinator if student was asked to leave the learning space.

Minor problem behaviour in the playground

When a minor problem behaviour has occurred in the playground the yard duty staff member will take the student aside and remind them of the school expectations.

If a student repeats the minor behaviour breach in the playground it will result in a disciplinary measure and a restorative conversation or restorative reflection chart. The disciplinary measure for a minor behaviour breach is , time in the play away area or time spent walking with the yard duty teacher. A restorative conversation will always take place and this may result in restitution task or an apology to the affected person or persons.

Inappropriate behaviour choices in the playground

1. Question or reminder relating to expected behaviour
2. Time with yard duty teacher or in play away area
3. Restorative conversation. This may include restitution task or apology.
4. Incident report form complete and passed onto wellbeing co-ordinator

Non-compliance or major behaviour breach will result in immediate follow up from Wellbeing Co-ordinator, Assistant Principal or Principal.
**Major Problem Behaviours**

Major problem behaviours are referred directly to the Principal or Assistant Principal from either the learning space or playground. These behaviours are of a serious nature.

They are behaviours that:

- Significantly violate the rights of others
- Put others at risk of harm
- Put the student at risk of harm

The disciplinary measures enforced for serious breaches of behaviour expectations will be logically connected to the problem behaviour and are aimed at assisting the student to restore trust and rebuild the relationship between themselves and the school. The consequence given to a student is at the discretion of the Wellbeing Co-ordinator, Principal or Assistant Principal and is communicated clearly with the student and the student parent or caregiver.

**STAFF RESPONSE**

It is important that all staff have a consistent understanding of how to react and respond to students exhibiting major problem behaviours. Consistency ensures that appropriate actions are taken to keep both students and staff safe.

*Avoid escalating the behaviour* – Avoid; shouting, concerning the student, moving into students’ space, grabbing student, or becoming defensive.

*Maintain calmness, respect and detachment* – Model the behaviour you want the student to adopt, stay calm and controlled, use a measured voice tone, choose language carefully, do not humiliate the student, and avoid responding emotionally

*Approach student in non-threatening manner* – move slowly and deliberately towards the problem situation, speak privately with the student where possible, speak calmly and respectfully, acknowledge cooperation, and establish eye level position.

*Debrief using restorative questions* – help students to identify the events that lead to the unacceptable behaviour, evaluate decisions made, identify those impacted and discuss how things can be made right again

*Communicate* – Complete an incident report form and communicate what happened with student Wellbeing Co-ordinator/Assistant Principal/Principal.

**Behaviours Records**

Comprehensive records of student behaviour are recorded to identify patterns and to inform future planning in supporting students. A database (SMaRT) is maintained to keep a record of both positive and negative behaviours observed in the classroom and playground.
Student support

Overport Primary School is committed to educating all students including those that have complex education needs or exhibit challenging behaviours. We recognise that such students may require additional support and resources. The Wellbeing Co-ordinator, Principal and Assistant Principal work alongside the students’ teacher and parents to assess the needs of the student and the best support options.

Support options may include:

- Playground supervision
- Parent and support team meetings
- Development of an individual behaviour and or learning plan
- Referral for educational assessment

Student Directed Strategies

An important part of maintaining student wellbeing is the explicit teaching of strategies to student to respond to inappropriate behaviour. These strategies aim to develop their resilience and their ability to manage interactions with others. At Overport Primary School these strategies include (but are not restricted to):

Yard Leaders

Each year senior students are trained in basic conflict resolution training. These students are rostered on ‘duty’ on certain days. They spend time in the playground supporting other students to resolve minor disputes and problems. Where issues require the attention of an adult, Yard leaders immediately notify the yard duty teacher.

3 Steps

Students are expected to engage in an explicitly taught script when problems occur in the classroom or playground. This will help them to assert themselves and seek assistance if needed.

WHEN THERE IS A PROBLEM
Step 1: Use an “I” message
(I feel... When you... Because.... And what I want is....)
Step 2: Move away from the problem
Step 3: Say to a teacher – “I need help with...”

Is it a Game?

The ‘Is it a Game’ criteria help students to identifying whether exhibited behaviour conforms to the reasonable expectation for games. This strategy is particularly helpful in the playground.

IS IT A GAME?
Does it have a beginning and an end?
Does everyone understand the rules?
Is it fun for everyone?
Anti-Bullying Policy

Rationale
Bullying is a social phenomenon that is evident in many social groups and settings. Unfortunately schools are not exempt from this. All members in the school community have a right to feel happy and safe from bullying in any form.

Purpose
Our purpose is to:
• Equip students with knowledge and skills to help them to recognise bullying in its many forms
• To avoid assuming the role of bully, passive bystander or victim
• To foster a supportive culture, united in its conviction that bullying is not acceptable

Definition
Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress hurt or undue pressure. Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment humiliation, domination and intimidation of others.

Bullying behaviour can be:
• Verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats.
• Physical eg hitting, punching, kicking, scratching, tripping, spitting.
• Social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures.
• Psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, and inappropriate use of camera phones, social networking or social media.

POLICY IN ACTION
Overport Primary School pursues its purpose by supporting all stakeholders through:

1. Student Awareness / Strategies:
Explicit teaching of behaviour expectations, anti bullying strategies and values lessons related to bullying, cross stage peer support lessons, the “Yard Leaders” program all assist the students to feel develop strategies and be aware of bullying strategies.

Teachers can assist students by prompting the 3 Steps script, “Is it a Game”, Restorative Justice Practices, circle time, and encouraging self-referral to a teacher.

2. Staff Awareness / Strategies:
• Support Meetings that offer all staff the opportunity to discuss strategies and approaches to incidences. School Support Staff may attend these meetings to provide additional support
• Periodic professional learning activities
• Records of incidents are recorded and gathered using the online database SmART to support awareness and detection of patterns in behaviours. Playground monitoring sheets are maintained daily by yard duty teachers
• Teachers use; Restorative Practices, explicitly taught scripts and strategies with students, values component of classroom program, observation through peer support, Yard Leaders and cross age Buddies
• Small group programs run on a needs basis targeting children experiencing difficulty
3. Community Awareness / Strategies:

- The Overport Primary School Wellbeing Policy, incorporating the Anti-Bullying Policy, can be found on the school website.
- Parent interviews are held throughout the year and can also be arranged on a needs basis.
- Assemblies, special events, information nights and monthly education sub-committee meetings offer access to additional information for families.

4. Consistency when dealing with a bullying incident

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed:

a) Restorative Practices questioning process employed
b) Consequences applied as per Wellbeing Policy
c) Information recorded on school database
d) Individual student behaviour plan developed if required

When a teacher receives a report about bullying in the playground or learning environment they will:

- Determine whether report is of bullying, poor social skills or rule breaking - this may be a one off situation or an ongoing one. The teacher deals with the incident using the above strategies
- Record details through our recording system, noting details of incident, victim and others involved
- Give information to classroom teacher

When a class teacher or Level Coordinator receives a report of bullying they will:

- If bullying is occurring, the role of the teacher is to notify a Year Level coordinator, wellbeing coordinator or assistant principal
- The coordinator in conjunction with the class teacher will investigate and employ a problem solving approach, which identifies roles played by students
- Hold a Restorative Justice conference with the students involved with an aim of developing greater understanding and empathy between students and a focus on identifying a way for parties to move forward in a positive manner
- If incidences of bullying continue, further consequences in line with the school Wellbeing Policy may need to be applied
- Inform parents or care givers
<table>
<thead>
<tr>
<th>RULE</th>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
<th>BE RESPECTFUL</th>
<th>BE A LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
<td>- Wear a hat and sunscreen during terms 1 and 4</td>
<td>- Sit and eat in the designated eating areas</td>
<td>- Be kind and courteous – use appropriate language such as please, thank you and excuse me</td>
<td>- Be supportive and positive to each other</td>
</tr>
<tr>
<td></td>
<td>- Walk between the buildings</td>
<td>- Use Yard Leaders to help solve conflicts</td>
<td>- Use appropriate language at all times</td>
<td>- Be co-operative with everyone</td>
</tr>
<tr>
<td></td>
<td>- Tell the teacher if you are sick or injured</td>
<td>- Play fairly – take turns, allow others to join in, follow rules</td>
<td>- Follow adult directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Tell the teacher if you see someone else who is sick or injured</td>
<td>- Keep the playground clean, use the bins provided</td>
<td>- Ensure everyone knows the game's rules and keeps to them</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Stay within the boundaries of the school</td>
<td>- Visit the toilet and get a drink before you line up</td>
<td>- Accept differences without put downs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Leave the playground promptly when the bell rings</td>
<td>- Let others play their games without interference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Return any borrowed equipment</td>
<td>- Put all rubbish in the bin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Always follow teacher direction</td>
<td>- Care for school property and the environment</td>
<td></td>
</tr>
<tr>
<td>Canteen</td>
<td>- Line up in single file</td>
<td>- Follow the adult or canteen assistants’ instructions</td>
<td>- Be kind and courteous – use appropriate language such as please, thank you and excuse me</td>
<td>- Be supportive and positive to each other</td>
</tr>
<tr>
<td></td>
<td>- Wait your turn</td>
<td>- Eat only your own food</td>
<td>- Keep your hands and feet to yourself when in the line</td>
<td>- Be co-operative with everyone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Clean up after yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>- Leave food outside</td>
<td>- Use the toilet and taps then leave the area</td>
<td>- Let others have their privacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Wash your hands after using the toilet</td>
<td>- Take someone with you when you are going from class</td>
<td>- Keep the toilet area clean, use the bin</td>
<td></td>
</tr>
<tr>
<td>RULE</td>
<td>BE SAFE</td>
<td>BE RESPONSIBLE</td>
<td>BE RESPECTFUL</td>
<td>BE A LEARNER</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>----------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| Assembly | • Move around the hall sensibly  
         • Sit in your place in your class line | • Remove hats  
         • Wait for teacher instruction before leaving assembly | • Listen to the speaker – be silent and attentive  
         • Sing the National Anthem and Overport song with pride  
         • Sit and stand quietly when instructed | • Be supportive and positive to each other  
         • Be co-operative with everyone |
| Learning Space | • Use equipment appropriately  
         • Move around the learning space sensibly  
         • Keep your hands and your feet to yourself unless appropriate | • Ask permission to leave the learning space  
         • Be in the right place at the right time  
         • Always follow teacher direction  
         • Clean up after yourself  
         • Stay outside of classroom until a teacher is present | • Be kind and courteous – use appropriate language such as please, thank you and excuse me  
         • Wait your turn to speak  
         • Raise your hand if you have something to say in a group situation | • Actively participate and engage in all lessons  
         • Complete all work to the best of your ability  
         • Take pride in the presentation of your work  
         • Be positive in your attitude  
         • Always work to your full potential |
| Computers/ICT resources | • Always follow teacher instructions  
         • Eat away from technology  
         • Tell a teacher if you see something inappropriate on the computer or Internet  
         • Use equipment appropriately | • Carry all equipment in an appropriate manner  
         • Notify a teacher if there is an issue with any equipment  
         • Put all equipment away and log off when you have finished using it  
         • Print only when necessary | • Be kind and courteous when communicating using technology  
         • Log off the computer when you have finished using it | • Actively participate and engage in all lessons  
         • Complete all work to the best of your ability  
         • Take pride in the presentation of your work  
         • Be positive in your attitude  
         • Always work to your full potential |
Appendix 3
CLASSROOM AND PLAYGROUND CONSEQUENCES
Consequences or punishments could include:

- A restorative conversation with a teacher and the affected person/s
- A spoken or written apology to the person/s affected by the misbehaviour
- Writing out lines or school rules to reinforce meaning
- Removal from the playground for a set timeframe
- Carrying out yard duty under the supervision of a teacher
- Restitution Tasks, which can include giving the student the chance to amend behaviours or actions
- Paying for loss or damage or fixing damaged items
- Attending a supervised lunchtime or afterschool timeout
- Time out in alternative classroom space
- Carrying out community service around the school
- Contacting the parent or guardian by phone or email
- The creation of an individual behaviour plan
- Attending a student support meeting with parents and school personnel
- Missing out on school activities such as excursions, incursions, school camps etc.
- Suspension in line with the DEECD policy
- Expulsion in line with the DEECD policy
All students have the right to feel safe

All students have the right to learn

All teachers have the right to teach