

Kingsgrove High School



STUDENT WELLBEING AND DISCIPLINE POLICY

“a learning community working together”

Revised February 2020

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The Wellbeing Framework for Schools

The Wellbeing Framework for NSW public schools contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

Kingsgrove High School supports the implementation of the NSW department of education and communities wellbeing framework which is pivotal to create quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development.



Wellbeing is a focus in the **DoE Strategic Plan**, and there is global and local evidence of what the world's best education systems do. They address needs of the whole child; engage families and communities to support child wellbeing; and tailor approaches to support and include different learners and cultures. Every student is known, valued and cared for is encapsulated in:

Sense of belonging: students feeling included and accepted at school.

Expectations for success: the extent which teachers value academic achievement and hold high expectations of all students.

Advocacy at school: support students receive from adults in the school who consistently provide encouragement and who can be turned to for advice.

From the School Excellence Framework:

All schools have areas of strength and opportunities for improvement. The School Excellence Framework identifies quality practice across the three key domains of education – learning, teaching and leading – to help schools plan and monitor strategies for ongoing improvement.

The School Excellence Framework assists schools to make informed and consistent judgements and supports informed decision making.

Extracted from the School Excellence Framework are the corresponding elements to assist with self-assessment when considering evidence linked to relationships.

School Excellence Framework: Learning domain - Wellbeing element

Behaviour	<i>Delivering</i>	<i>Sustaining and Growing</i>	<i>Excelling</i>
	<p>The school's wellbeing approach focuses on creating an effective environment for learning.</p> <p>Teachers and other school staff explicitly communicate expectations of behaviour across school settings.</p>	<p>Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</p>	<p>Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p>

This policy aims to:

- Educate the students at Kingsgrove High School in understanding and accepting responsibility for their own actions,
- Give clear understanding to teachers and executive staff in managing students who behave inappropriately,
- Give meaningful recognition and reward to those students whose behaviour, attitude and effort are praiseworthy,
- Provide student management structures that are objective and observe the principles of equity and fairness,
- Provide clear documentation of student behaviour and the measures employed by the school to correct inappropriate behaviour,
- Reflect the objectives and directions of the DoE documents listed below.

This policy is consistent with DoE documents

- *Student Discipline in Government Schools,*
- *Values in NSW Public School,*
- *Procedures for the Suspension and Expulsion of School Students,*
- *Quality Teaching in NSW Public Schools*
- *School Excellence Framework*
- *DoE Strategic Plan*
- *Every student is known, valued and cared for*

Statement of purpose

The Kingsgrove High School (KHS) Student Wellbeing and Discipline Policy is a coherent statement with procedures and framework that addresses the management and modification of student behaviour. Kingsgrove High School strives to promote a culture of excellence, integrity and caring and supports students through active programs of student wellbeing. While fostering the potential of all, the school encourages students to become motivated learners who take responsibility for their actions and outcomes. The school is committed to delivering quality teaching of both academic skills and skills for life in a caring, safe, respectful and supportive environment.

At Kingsgrove High School behaviour is managed using the Positive Behaviour for Learning framework. PBL provides staff and students at Kingsgrove High School with a positive, proactive system for defining, teaching and supporting appropriate student behaviours. PBL is a problem solving framework that addresses social behaviour and academic outcomes. It is a systems approach to enhance the capacity of schools, families, and communities to design effective learning environments.

This model is based around our three core expectations which are applied across all areas of the school.

The core expectations are:

- **Safe**
- **Respectful**
- **Learners**

In understanding what these expectations are, how they apply to all areas of the school, and the clear consequences of not following these 'expectations, students are empowered to regulate their own behaviour.

In order to promote positive behaviour, students are rewarded through the school merit system, student acknowledgement ceremonies, assemblies and A1 status excursions.

PBL at Kingsgrove High School assists our staff in the delivering high quality learning programs and maintaining high levels of behavioural and academic learning outcomes for all students.

PBL increases student engagement and learning by promoting 'on-task' behaviours and decreasing distractions in the learning environment. Student academic and social outcomes are improved through increased teaching time and consistent expectations of behaviour.

What is Positive Behaviour for Learning:

Positive Behaviour for Learning (PBL) is implemented to improve the learning and wellbeing of all students in all school settings.

Positive Behaviour for Learning is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. This approach involves the school community working together. Students are empowered to participate in decision-making through active involvement in the school's leadership of PBL.

All staff are responsible for teaching the behaviour expectations, providing consistent positive feedback to students, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, canteen, school gates and buses, is considered part of the total learning environment.

Schools implementing PBL organise their systems to establish the social culture, learning and teaching environment and to provide individual behaviour supports to achieve positive academic and social outcomes for all students. While key practices will be similar in every school, each school designs their own approach based on their context, resources and the outcomes that are important to their school and community. Schools only use those practices and strategies that are effective in their local context.

Each school develops a continuum of support that promotes student learning and wellbeing for all students. Importantly, students have access to more support when they need it. The continuum emphasises prevention and early intervention and includes:

- Tier 1 Universal prevention: school-wide and classroom systems for all students, staff and settings
- Tier 2 Targeted interventions: small group systems for students at-risk behaviourally and academically
- Tier 3 Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

When PBL is implemented well, a safe and supportive learning environment is provided for all students. Students and staff benefit from:

- increased academic instructional time for students
- improved social climate of the school
- increased numbers of students displaying positive behaviours
- support for students, teachers and families which is matched to their needs
- systems that support an instructional approach
- consistent delivery of effective programs and practices that are sustained over time.

Positive Behaviour for Learning at Kingsgrove High School

Kingsgrove High School is a PBL school. PBL is a whole school process to improve learning outcomes for all students and maximise positive student behaviours.

PBL ensures that decisions about school systems and practice are based on data collected on a regular basis from the school. This data guides decision-making and evaluates how well the 'framework' is working.

PBL allows all students to have a clear understanding of what is expected of them at school. Students have the opportunity to develop positive attitudes and behaviours in order to do their best as students of KHS.

KHS PBL core expectations are:

Safe, Respectful, Learners.

It is expected that students of Kingsgrove High School display these expectations.

Signs are placed around the school describing the expectations we have of our students in all our school settings, to keep the expectations clear and at the forefront of everyone's minds. We also have incentives to reward students who display positive behaviours.

PBL allows the school community to guide students to becoming successful learners of our community.

At Kingsgrove High School our motto is "let your light shine"

We work together and understand the importance of the following three core expectations we all follow:

Be safe	Think about your safety and the safety of others
Be Respectful	Respect yourself, others and property
Be a Learn	Be prepared to learn and do your best

Every student has the right to learn in a safe and respectful environment.
Every teacher has the right to teach in a safe and respectful environment.
This is everyone's responsibility at Kingsgrove High School.

The Expectations Matrix- Promoting good discipline and effective learning

Good discipline and effective learning are best achieved in a positive environment that provides encouragement and support along with prompt and consistent management of behaviour.

This can be achieved through

- An expectation that all students can and will be successful in learning. This is reinforced in all settings
- Staff participation in regular meetings that keep teachers informed and better able to meet the specific needs of individual students
- An approach to discipline that is consistent, well documented and focused on problem solving
- Provision of programs that promote a healthy lifestyle, self-discipline and social responsibility.

KINGSGROVE HIGH SCHOOL		We are Safe, Respectful Learners	
SAFE	In All Settings	<ul style="list-style-type: none"> - I keep my hands and feet to myself - hands off and shoes - I respect personal space and distance - I follow instructions - I maintain a calm manner - I am in the right place at the right time - I have banned items at home 	<ul style="list-style-type: none"> - I enter and leave the room safely and appropriately - I stay in my seat unless directed by the teacher - I use equipment safely and appropriately - I have hangers in the place - I stay in walking areas
	In Meetings	<ul style="list-style-type: none"> - I show sanibly and quietly in and from meetings - I line up quietly - I sit in my place appropriately and be directed from Meets - I have hangers in the place 	<ul style="list-style-type: none"> - I stand clear of the desks/tables and not point - I line up quietly - I act quickly and sanibly
	In Staff Areas	<ul style="list-style-type: none"> - I place my bag as a rack - I line up quietly - I act quickly and sanibly - I have out of the 'standing' zone 	<ul style="list-style-type: none"> - I play with the group - I follow read and public transport rules - I share pathways - I have sport and swim rules
RESPECTFUL	In The Classroom	<ul style="list-style-type: none"> - I keep my hands off others - I get rubbish in the bin - I am in the right place at the right time - I wear my uniform proudly - I use appropriate language, tone and voice level - I respect others around me 	<ul style="list-style-type: none"> - I keep my device off and out of sight - I listen to others and respond appropriately - I allow students to have and feedback in each - I have my head in my bag
	In The Corridor	<ul style="list-style-type: none"> - I keep my device off and out of sight - I show respect to all performers and speakers - I show respect during official ceremonies e.g. formal assemblies, National Anthem - I sit sanibly and quietly - I applied sanibly 	<ul style="list-style-type: none"> - I use mezzos and a public bus with school staff and visitors - I respect the needs of all community members e.g. give up your seat for adults on public transport - I wear appropriate clothing - I enter assemblies sanily and respectfully - I respect my environment and be public
	In The Playground	<ul style="list-style-type: none"> - I play in the active areas - I play fairly, sanibly and display sportsmanship - I use care of equipment - I have the playground when the bell rings - I respect others' play equipment 	<ul style="list-style-type: none"> - I make way for others - I speak respectfully and quietly - I respect others' property
LEARNER	In The Classroom	<ul style="list-style-type: none"> - I do my work and show others to learn - I take responsibility for my learning - I follow teacher instructions - I am in the right place at the right time 	<ul style="list-style-type: none"> - I am organized and bring all required equipment - I engage and focus in learning activities - I complete all required work - I ask relevant questions and contribute in class discussions - I use technology as the teacher instructs - I use study periods for study
	In Meetings	<ul style="list-style-type: none"> - I listen carefully - I ask relevant questions at appropriate times 	<ul style="list-style-type: none"> - I listen and reflect on teacher feedback - I need all signs and notices
	In Staff Areas	<ul style="list-style-type: none"> - I arrive on time - I am a positive member of the school community - I participate in activities and experiences 	<ul style="list-style-type: none"> - I engage with students and staff in a positive way - I learn the rules of the game - I respect all humans on the of interruptions - I have a note when I am out of class
In The Corridor	<ul style="list-style-type: none"> - I use the toilets during break times - I maintain personal hygiene e.g. wash my hands 	<ul style="list-style-type: none"> - I use the toilets during break times - I maintain personal hygiene e.g. wash my hands 	

Our PBL settings signs:

KINGSGROVE HIGH SCHOOL We are Safe, Respectful Learners

**S
A
F
E**

In All Settings

- I keep my hands and feet to myself – hands off
- I wear correct uniform and shoes
- I respect personal space
- I follow instructions
- I maintain a calm manner
- I am in the right place at the right time
- I leave banned items at home

In the Classroom

- I enter and leave the room safely and appropriately
- I stay in my seat unless directed by the teacher
- I use equipment safely and appropriately
- I leave furniture in its place
- I stay in working areas

**R
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S
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In All Settings

- I take my hat off indoors
- I put rubbish in the bin
- I am in the right place at the right time
- I wear my uniform proudly
- I use appropriate language, tone and voice level
- I respect others around me

In the Classroom

- I keep my device off and out of sight
- I respect others' property
- I listen to others and respond appropriately
- I allow students to learn and teachers to teach
- I leave my food in my bag

**L
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A
R
N
E
R**

In All Settings

- I do my work and allow others to learn
- I take responsibility for my learning
- I follow teacher instructions
- I am in the right place at the right time

In the Classroom

- I am organised and bring all required equipment
- I engage and focus in learning activities
- I complete all required work
- I ask relevant questions and contribute to class discussions
- I use technology as the teacher instructs
- I use study periods for study

Classroom

KINGSGROVE HIGH SCHOOL We are Safe, Respectful Learners

**S
A
F
E**

- I move sensibly and quietly to and from meetings
- I line up quietly
- I sit in my place appropriately
- I wait for directions from teachers
- I leave furniture in its place

**R
E
S
P
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L**

- I keep my device off and out of sight
- I show respect to all performers and speakers
- I show respect during official ceremonies e.g. formal assemblies, National Anthem
- I sit sensibly and quietly
- I applaud sensibly

**L
E
A
R
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E
R**

- I listen carefully
- I ask relevant questions at appropriate times

Meetings

KINGSGROVE HIGH SCHOOL We are Safe, Respectful Learners

**S
A
F
E**

- I place my bag on a rack
- I line up quietly
- I exit quickly and sensibly
- I move out of the 'no standing' zone

**R
E
S
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C
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F
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L**

- I wait patiently in line
- I join the back of the line
- I use manners – e.g. please and thank you
- I respect others' property
- I show respect to the canteen staff

**L
E
A
R
N
E
R**

- Juniors can only buy at recess and lunch

Canteen

KINGSGROVE HIGH SCHOOL We are Safe, Respectful Learners

**S
A
F
E**

- I stand clear of the doorways (entry and exit points)
- I line up quietly
- I exit quickly and sensibly

**R
E
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P
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F
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L**

- I knock and wait patiently
- I use manners and a polite tone with school staff and visitors

**L
E
A
R
N
E
R**

- I listen and reflect on teacher feedback
- I read all signs and notices

Staff Areas



KINGSGROVE HIGH SCHOOL

We are Safe, Respectful Learners

S
A
F
E

- I follow rules of the game
- I play approved games only
- I play in active areas only
- I share playing spaces fairly
- I stay in bounds

R
E
S
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L

- I sit in the passive areas and play in the active areas
- I play fairly, sensibly and display sportsmanship
- I take care of equipment
- I leave the playground when the bell rings
- I respect others' play equipment

L
E
A
R
N
E
R

- I engage with students and staff in a positive way
- I learn the rules of the game

Playground



KINGSGROVE HIGH SCHOOL

We are Safe, Respectful Learners

S
A
F
E

- I keep my device off and out of sight
- I walk safely on the left through corridors, walkways and stairwells
- I move directly to class when the bell goes

R
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L

- I make way for others
- I speak respectfully and quietly
- I respect others' property

L
E
A
R
N
E
R

- I move quickly and sensibly to class
- I line up outside the classroom
- I ensure all lessons are free of interruptions
- I have a note when I am out of class

Corridors/Stairwells



KINGSGROVE HIGH SCHOOL

We are Safe, Respectful Learners

S
A
F
E

- I have a permission note from a staff member when going during class time
- I use toilets sensibly and hygienically
- I wash my hands
- I exit quickly and sensibly

R
E
S
P
E
C
T
F
U
L

- I keep it clean and tidy
- I respect the right of all students to use the toilets
- I use toilet paper responsibly
- I use water sensibly and turn off taps and bubblers when finished
- I respect others' privacy
- I respect facilities

L
E
A
R
N
E
R

- I use the toilets during break times
- I maintain personal hygiene – e.g. wash my hands

Toilets

School Code of Behaviour

Rights:

All students have the right to learn in a positive and successful learning environment. This means:

- Learning in an environment free from inappropriate interruptions from others
- Learning in an environment free from discrimination
- Being encouraged to try and achieve all they can and receiving praise and acknowledgment for their effort and achievement
- Being in a school which has a strong tradition of community support and respect

All students have the right to be in a caring, safe and happy environment. This means:

- Being treated with respect, courtesy and fairness
- Learning in a pleasant and well-maintained environment
- Being treated in accordance with current policies and procedures of the school
- Having access to counselling and support services

Responsibilities:

All students have a responsibility to contribute to a positive and successful learning environment. This means:

- Respecting fellow students' right to learn
- Attending regularly and being punctual
- Being a successful and cooperative learner
- Creating a positive image in the community
- Wearing the full school uniform with pride everyday

All students have the responsibility to create a safe, caring and happy environment. This means:

- Considering the rights of staff, students and visitors
- Being polite and treating people with respect
- Caring for the property of others and the school environment
- Following the laws of our society
- Acting in an appropriate way in public to enhance their own reputation and the reputation of the school

Procedures for dealing with unacceptable behaviour

The role of the classroom teacher is to ensure that the classroom is a safe, respectful and productive environment. Good teaching practice goes hand in hand with good discipline. If strategies are not working, stop using them and try another approach. Consult *Quality Teaching in NSW Public Schools*, ask colleagues and Head Teacher for support and possible additional strategies, work with your HT to contact parents. If poor student behaviour persists in the classroom, then the classroom teacher should assess the situation by honestly examining the teaching practice, as well as student behaviour. Liaise with your Head Teacher as to the appropriate next step.

In the PBL framework there is an emphasis on rewarding meritorious behaviour that balances the correction of inappropriate behaviour and the principles of equity and fairness.

In seeking to develop in students an acceptance of their responsibility for their actions, teachers should involve students in the behaviour management process through reflection and establishment of goals.

Negotiation with the student is an integral step in managing student misbehaviour. It is an opportunity to improve the student/teacher relationship by adopting a “shared concern” approach. It is a problem solving exercise, not an arbitrary response.

The principles of procedural fairness, equity and those outlined in the *Values of NSW Public Schools* must be at the heart of all dealings with students. Teachers must be aware of their duty of care and of their role in ensuring occupational health and safety in dealing with students. The importance of child protection underpins all dealings with students.

Processes for dealing with unacceptable behaviour are outlined over the next pages.

BEHAVIOUR MANAGEMENT PROCESS- Quick Reference

Kingsgrove High as a school community aims to create the best possible learning environment for all students. We recognise that some students might need more support and intervention regarding their behaviour and application to school. The behaviour intervention levels are designed to operate at classroom, faculty and whole school level to support students who are experiencing difficulty in meeting expectations of behaviour. These levels provide a sequence of structures and processes that will assist students to reflect on and modify their behaviour through reinforcement of positive values and recognise their progress allows them to successfully participate in school.

BEHAVIOUR MANAGEMENT PROCESS

Classroom Teacher Behaviour Management

- ❖ Remind students of KHS Behaviour Expectations: Safe, Respectful, Learner.
- ❖ Classroom Teachers implement a range of behaviour management strategies over a series of lessons (refer to flowchart).
- ❖ Minor behaviours to be dealt with by classroom teachers. Persistent Minors to be escalated to Head Teacher and Major behaviours to be escalated to Deputy.
- ❖ Failure to comply will lead to the next level of interventions.

Head Teacher Monitoring Card

- ❖ Head Teacher conducts a meeting with student and Classroom Teacher regarding persistent unacceptable classroom behaviour.
- ❖ Student completes 'Classroom Reflection Sheet' and Head Teacher Monitoring Card. The card is signed by the student, Classroom Teacher and Head Teacher. A letter is sent home and process is documented on Sentral.
- ❖ Student progress is monitored by the Classroom Teacher at a negotiated time for 5 consecutive lessons (double periods count as one period). Monitoring card is kept by the Classroom Teacher. Classroom Teacher liaises with Head Teacher.
- ❖ Failure to comply or if a student is on two or more Head Teacher Monitoring Cards across faculties will lead to the next level of interventions. (see flowchart)

Level 1 Monitoring Card

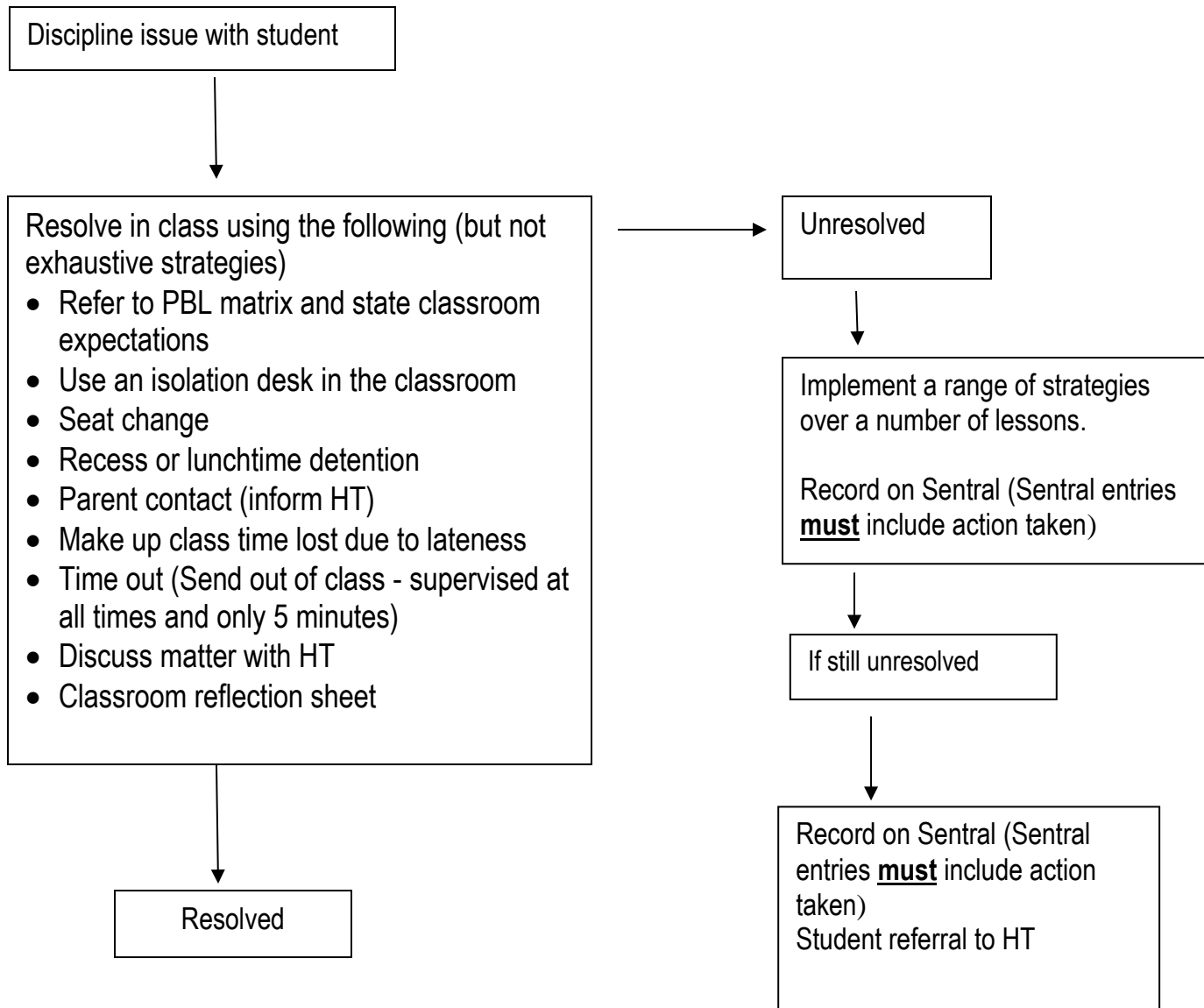
- ❖ Students causing concern across two or more subjects are referred to Deputy Principal by HT Wellbeing and placed on Level 1. Students may also be placed on level monitoring at the discretion of the Deputy Principal.
- ❖ Student completes Level 1 Monitoring Card and attends Levels mentoring at 8:30am. The card is signed by the student and Levels Mentor. A letter is sent to parents and process is documented on Sentral.
- ❖ Student progress is monitored by the Head Teacher Wellbeing for 10 successful consecutive days.
- ❖ Monitoring card is kept by the student and presented to teacher at the beginning of each lesson. Levels Card follows them to each class.
- ❖ Student may be precluded from attending school excursions.
- ❖ Failure to comply will lead to the next level of interventions.
- ❖ Students returning from suspension are placed on Level 1, Level 2 or a Wellbeing Support Program at the discretion of the Deputy Principal and Head Teacher Wellbeing.

Level 2 Deputy Principal Monitoring Card

- ❖ Students at risk of being suspended for persistent disobedience are placed on Level 2.
- ❖ Student completes Level 2 Monitoring Card and Reports to Deputy Principal at 8:30am. The card is signed by the student and Deputy Principal. A letter is sent to parents and process is documented on Sentral.
- ❖ Student progress is monitored by the Deputy Principal for 5 successful consecutive days.
- ❖ Student must report to the Deputy Principal before school, Recess and Lunch each day.
- ❖ Monitoring Card is kept by the student and presented to the teacher at the beginning of each lesson. Levels Card follows them to each class.
- ❖ 30 minute ASD each day & lunch & recess with Deputy each day, possibly counselling.
- ❖ Student may be precluded from attending school excursions.
- ❖ Failure to comply may lead to suspension from school.
- ❖ Students returning from suspension are placed on Level 1, Level 2 or a Wellbeing Support Program at the discretion of the Deputy Principal and Head Teacher Wellbeing.

Behaviour Management Flowcharts: (Version Feb 2020)

Classroom Teacher



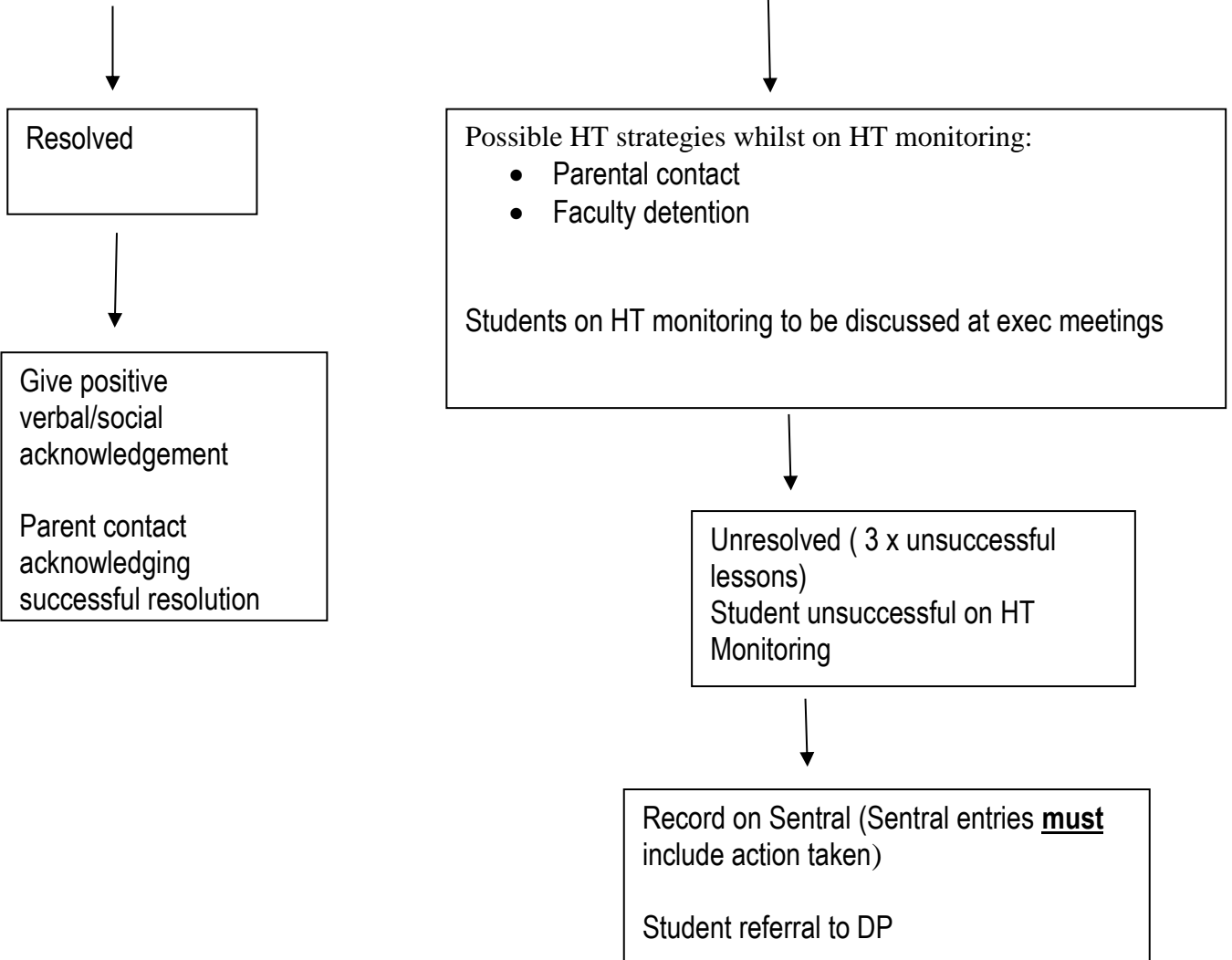
Note: If a classroom teacher is faced with a student committing a major behaviour, the HT is to be informed immediately.

In these situations, steps in this flowchart will be bypassed.

Head Teacher

A meeting is conducted between the HT and student (and classroom teacher where possible).

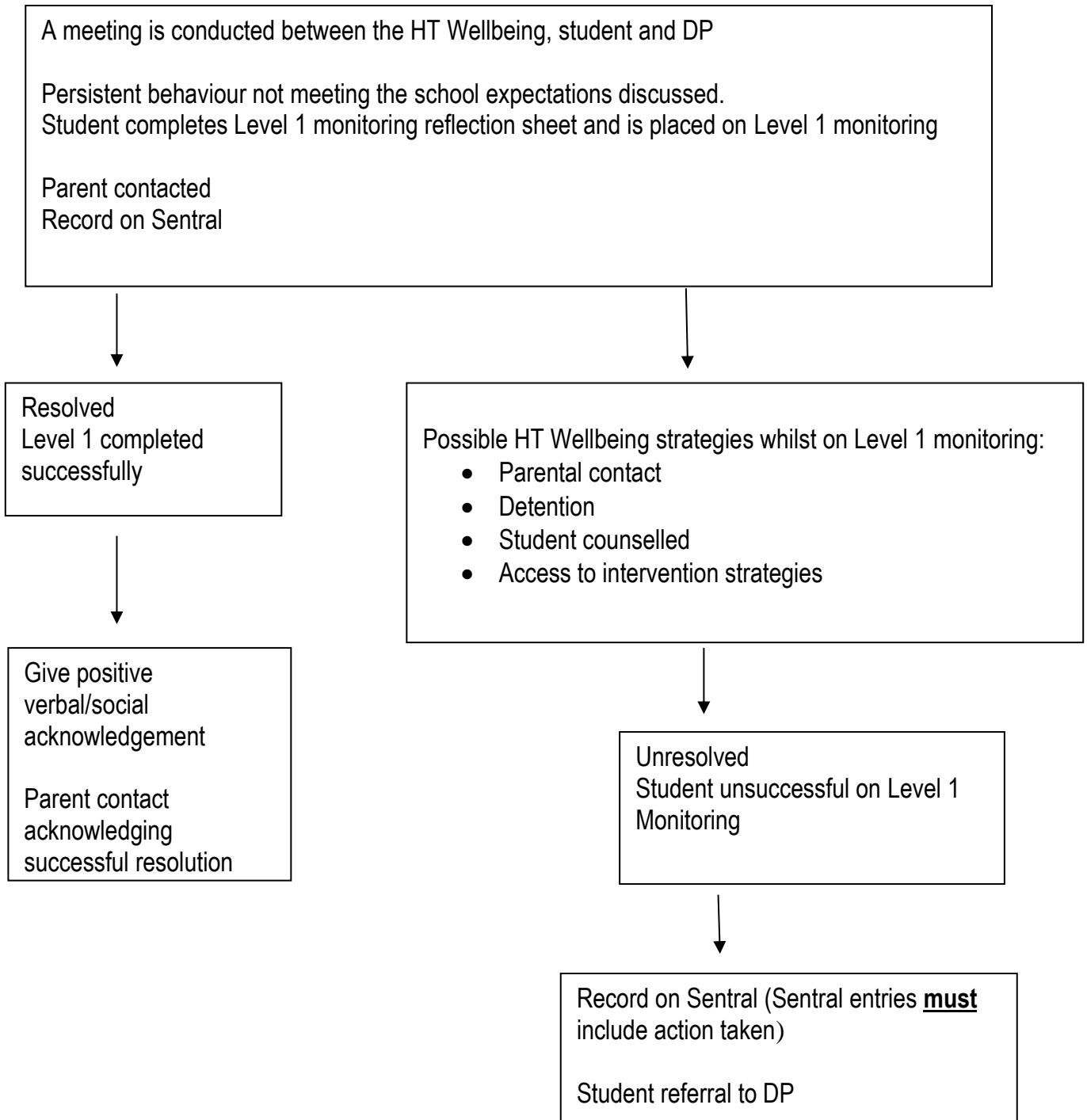
Persistent behaviour not meeting the classroom expectations discussed.
Student completes HT monitoring reflection sheet and is either placed on ASD and/or HT monitoring
Parent contacted
Record on Sentral (Sentral entries **must** include action taken)



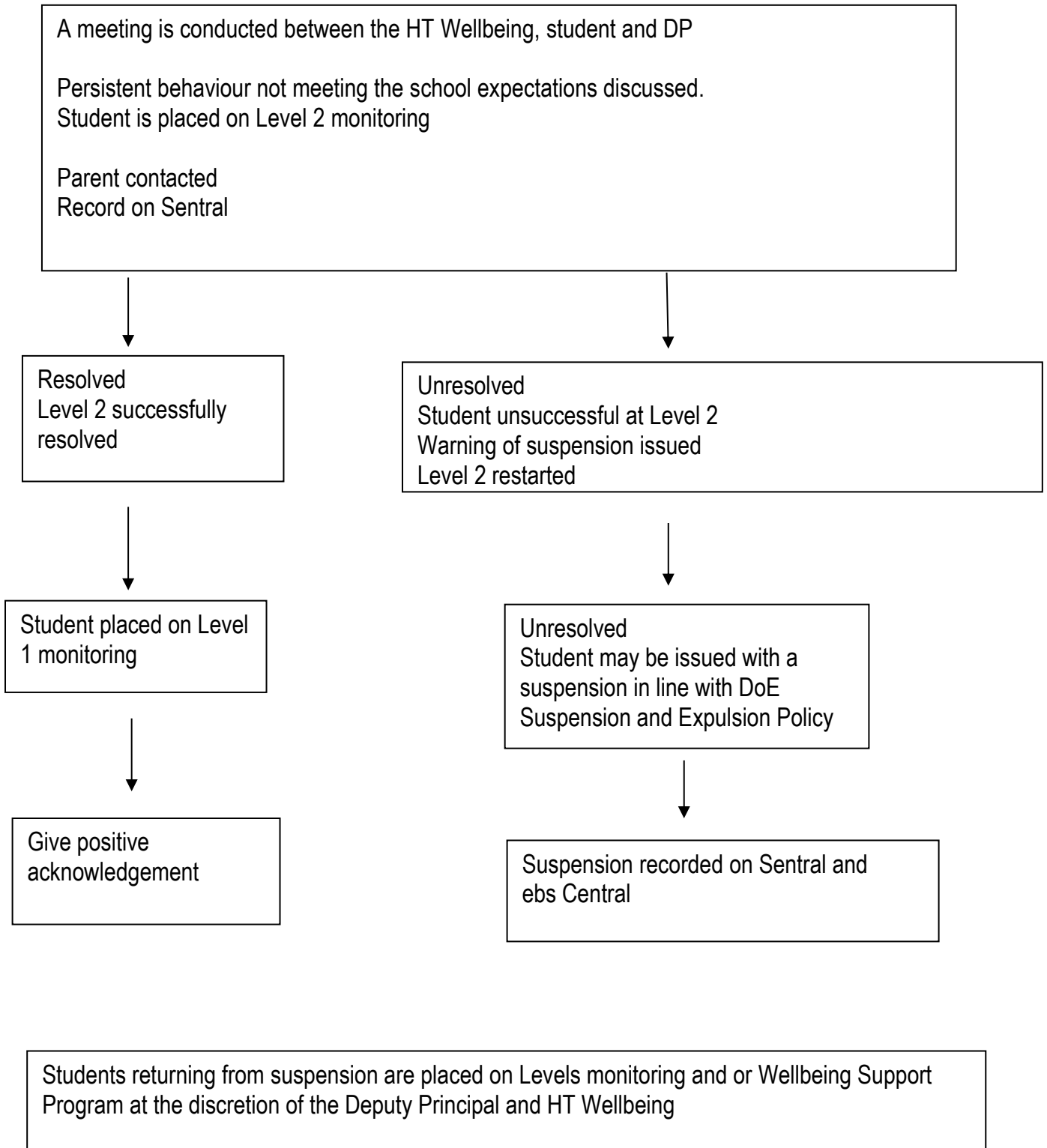
Note: If a Head Teacher is faced with a student committing a major behaviour, incidents are investigated by HT and communicated to relevant DP.

In these situations, steps in this flowchart will be bypassed.

HT Wellbeing Monitoring -Level 1 (Version Feb 2020)



DP Monitoring -Level 2



Minor and Major Behaviour:

Minor – in class

- General Disruption throughout the lesson of other students learning eg. Calling out, off task, not listening, etc
- Use of mobile phone or other devices (eg. speakers) unless specifically directed to use for learning purposes by teacher.
- Physical contact amongst students-no injury. Breaking of hands off (eg. light taps, pushing without force)
- Inappropriate/abusive language not specifically directed at anyone
- Inappropriate language towards other students
- Not bringing required equipment to class
- Eating during class time
- Refusal to remove hat in class
- Touching or taking other students property
- Possession of permanent markers
- Possession of energy drinks
- Truancy

Head Teacher – Major

- Failure to meet requirements of HT monitoring
- Repeated refusal to follow 'off and out of sight' upon teacher request
- Inappropriate language towards staff
- Verbal harassment (possible referral to DP, dependent on seriousness)
- General defiance or disrespect towards a teacher
- Damage to faculty property (HT to determine if DP intervention is required)
- Vandalism (HT to determine if DP intervention is required)
- Repeatedly late to class (Right Place, Right Time)
- Repeatedly not bringing required equipment to class
- Bullying and harassment
- Cyberbullying
- Misadventure/plagiarism (HT to initiate procedures in school assessment policy)
- Banned items (eg glass bottles, prohibited items, gum)

Deputy Principal - Major

- Failure to follow Executive teacher instructions
- Extortion of money
- Repeatedly out of uniform
- Smoking in school uniform, smoking on school grounds
- Consistent verbal harassment
- Continued disobedience
- Aggressive behaviour
- Inappropriate use of device- accessing pornographic material, cyberbullying etc
- Physical violence which results in injury or seriously interferes with safety or wellbeing of other students and/or staff
- Possession of prohibited item or an illegal substance

- Persistent serious misbehaviour
- Criminal behaviour related to the school
- Use of implement as a weapon
- Theft
- Bullying and harassment
- Cyberbullying
- Misadventure/cheating/plagiarism (follow procedures in school assessment policy, consultation with HT T&L)
- Sexual harassment

STUDENT BEHAVIOUR MANAGEMENT OVERVIEW

Where a student chooses not to accept his/her responsibilities for learning then the following sanctions will apply:

INAPPROPRIATE BEHAVIOURS IN:	CRT ACTIONS:	PERSISTENT AND ONGOING	UNRESOLVED
EXCURSION / PLAYGROUND / SPORT			
<u>Minor Misbehaviour</u>	Action by CRT Entered on SENTRAL (entries must include action taken)	CRT Referral to HT. Communicate issue verbally with HT Document on SENTRAL (entries must include actions taken)	HT Referral to DP
<u>Major Misbehaviour</u>	Referral to HT / HT Sport / HT playground duty. Communicate issue verbally with HT Document on SENTRAL (entries must include actions taken)		HT Referral to DP .
WHOLE SCHOOL			
Bullying/ Harassment/ Racism	CRT Referral to HT. Communicate issue verbally with HT Document on SENTRAL (entries must include actions taken)		HT Referral to DP
Out of uniform	CRT to record on SENTRAL PxP marking if no uniform pass Action by DP Entered on SENTRAL		
Truancy (whole and partial)	CRT to mark SENTRAL PxP roll. Notify HT Wellbeing of suspected truancy via SENTRAL →	HT wellbeing to monitor →	HT Wellbeing referral to DP .

Behaviour monitoring cards:

HEAD TEACHER MONITORING CARD

	Student Name: _____	Head Teacher: _____
	Class: _____	Start Date: _____
KHS Behaviour Expectations SAFE <ul style="list-style-type: none"> I keep my hands and feet to myself – hands off I wear correct uniform and shoes I respect personal space I follow instructions I maintain a calm manner I am in the right place at the right time I leave banned items at home I enter and leave the room safely and appropriately I stay in my seat unless directed by the teacher I use equipment safely and appropriately I leave furniture in its place I stay in working areas RESPECTFUL <ul style="list-style-type: none"> I take my hat off indoors I put rubbish in the bin I am in the right place at the right time I wear my uniform proudly I use appropriate language, tone and voice level I respect others around me I keep my device off and out of sight I respect others' property I listen to others and respond appropriately I allow students to learn and teachers to teach I leave my food in my bag LEARNER <ul style="list-style-type: none"> I do my work and allow others to learn I take responsibility for my learning I follow teacher instructions I am in the right place at the right time I am organised and bring all required equipment I engage and focus in learning activities I complete all required work I ask relevant questions and contribute to class discussions I use technology as the teacher instructs I use study periods for study 		

- I understand that:**
- I am on Yellow Level
 - I will be on this card for 5 lessons
 - My parents will be contacted
- If I fail to meet my objectives:**
- My parents will be contacted
 - I will be faced with the next level of intervention

This card will remain with my classroom teacher.

Student Signature: _____ Date: _____

Head Teacher Signature: _____ Date: _____

LESSON	EXPECTATIONS			COMMENT	DETENTION	SENTRAL
	S	R	L			
1 Date: _____ Period: _____	Y	Y	Y	Achieved:		
	N	N	N	Improvement:		
	M	M	M			
2 Date: _____ Period: _____	Y	Y	Y	Achieved:		
	N	N	N	Improvement:		
	M	M	M			
3 Date: _____ Period: _____	Y	Y	Y	Achieved:		
	N	N	N	Improvement:		
	M	M	M			
4 Date: _____ Period: _____	Y	Y	Y	Achieved:		
	N	N	N	Improvement:		
	M	M	M			
5 Date: _____ Period: _____	Y	Y	Y	Achieved:		
	N	N	N	Improvement:		
	M	M	M			

Y = Yes N = No M = Mostly

Classroom Teacher Tick Action Taken


Student Reflection Sheet (to be completed before 1st lesson)

Name: _____ Date: _____ Year: _____ Subject/Class: _____ Teacher: _____ Period: _____

	Expectations for acceptable behaviour:	
S A F E	<input type="checkbox"/> I keep my hands and feet to myself – hands off <input type="checkbox"/> I wear correct uniform and shoes <input type="checkbox"/> I respect personal space <input type="checkbox"/> I follow instructions <input type="checkbox"/> I maintain a calm manner <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I leave banned items at home <input type="checkbox"/> I enter and leave the room safely and appropriately <input type="checkbox"/> I stay in my seat unless directed by the teacher <input type="checkbox"/> I use equipment safely and appropriately <input type="checkbox"/> I leave furniture in its place <input type="checkbox"/> I stay in working areas	<p>1. What happened in class that did not meet the expectations of acceptable behaviour?</p> <p>2. Which expectations were not met? (tick the boxes) [Student/CRT/HT]</p> <p>3. What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?</p>
R E S P E C T F U L	<input type="checkbox"/> I take my hat off indoors <input type="checkbox"/> I put rubbish in the bin <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I wear my uniform proudly <input type="checkbox"/> I use appropriate language, tone and voice level <input type="checkbox"/> I respect others around me <input type="checkbox"/> I keep my device off and out of sight <input type="checkbox"/> I respect others' property <input type="checkbox"/> I listen to others and respond appropriately <input type="checkbox"/> I allow students to learn and teachers to teach <input type="checkbox"/> I leave my food in my bag	<p>4. What actions will be taken to change the behaviour? [Student/CRT/HT]</p>
L E A R N E R	<input type="checkbox"/> I do my work and allow others to learn <input type="checkbox"/> I take responsibility for my learning <input type="checkbox"/> I follow teacher instructions <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I am organised and bring all required equipment <input type="checkbox"/> I engage and focus in learning activities <input type="checkbox"/> I complete all required work <input type="checkbox"/> I ask relevant questions and contribute to class discussions <input type="checkbox"/> I use technology as the teacher instructs <input type="checkbox"/> I use study periods for study	

Entered on Sentral (Wellbeing) Head Teacher notified

LEVEL 1 MONITORING CARD (Junior) Day: _____

	Student Name: _____	Levels Mentor: _____
	Class: _____	Date: _____

KHS Behaviour Expectations

- SAFE**
 - I keep my hands and feet to myself – hands off
 - I wear correct uniform and shoes
 - I respect personal space
 - I follow instructions
 - I maintain a calm manner
 - I am in the right place at the right time
 - I leave banned items at home
 - I enter and leave the room safely and appropriately
 - I stay in my seat unless directed by the teacher
 - I use equipment safely and appropriately
 - I leave furniture in its place
 - I stay in working areas
- RESPECTFUL**
 - I take my hat off indoors
 - I put rubbish in the bin
 - I am in the right place at the right time
 - I wear my uniform proudly
 - I use appropriate language, tone and voice
 - I respect others around me
 - I keep my device off and out of sight
 - I respect others' property
 - I listen to others and respond appropriately
 - I allow students to learn and teachers to teach
 - I leave my food in my bag
- LEARNER**
 - I do my work and allow others to learn
 - I take responsibility for my learning
 - I follow teacher instructions
 - I am in the right place at the right time
 - I am organised and bring all required equipment
 - I engage and focus in learning activities
 - I complete all required work
 - I ask relevant questions and contribute to class discussions
 - I use technology as the teacher instructs
 - I use study periods for study

I understand that:

- I am on Orange Level 1
- I will be on this card for 10 successful days
- My parents will be contacted
- I will report to Levels at 8:30am every day.
- I may be precluded from attending school excursions and extracurricular activities (at the discretion of the Senior Executive).
- If I lose my levels card I will need to re-start

if I fail to meet my objectives:

- My parents will be contacted for an interview
 - I will be placed on Red Level 2
 - I may be suspended
 - If I receive 3 N's in a day I may repeat the day
 - If I have consecutive N days I will restart the level.
 - If I restart level 1 twice I will be referred to DP.
- This card will remain with the student and be presented to their teacher at the beginning of every lesson.*

Student Signature: _____

Levels Mentor Signature: _____ Date: _____

Y = Yes N = No M = Mostly

Classroom Teacher Tick Action Taken

PERIOD	EXPECTATIONS			COMMENT	TEACHER	DETENTION	CENTRAL
	S	R	L				
1 Subject: _____	Y	Y	Y	Achieved: Improvement:			
	N	N	N				
	M	M	M				
2 Subject: _____	Y	Y	Y	Achieved: Improvement:			
	N	N	N				
	M	M	M				
3 Subject: _____	Y	Y	Y	Achieved: Improvement:			
	N	N	N				
	M	M	M				
4 Subject: _____	Y	Y	Y	Achieved: Improvement:			
	N	N	N				
	M	M	M				
5 Subject: _____	Y	Y	Y	Achieved: Improvement:			
	N	N	N				
	M	M	M				
6 Subject: _____	Y	Y	Y	Achieved: Improvement:			
	N	N	N				
	M	M	M				

Student Reflection Sheet (to be completed at the beginning of the day)

Name: _____ Date: _____ Year: _____ DP/ Levels Mentor: _____

	Expectations for acceptable behaviour:	
S A F E	<input type="checkbox"/> I keep my hands and feet to myself – hands off <input type="checkbox"/> I wear correct uniform and shoes <input type="checkbox"/> I respect personal space <input type="checkbox"/> I follow instructions <input type="checkbox"/> I maintain a calm manner <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I leave banned items at home <input type="checkbox"/> I enter and leave the room safely and appropriately <input type="checkbox"/> I stay in my seat unless directed by the teacher <input type="checkbox"/> I use equipment safely and appropriately <input type="checkbox"/> I leave furniture in its place <input type="checkbox"/> I stay in working areas	<p>1. What happened yesterday in class that did not meet the expectations of acceptable behaviour?</p> <p>2. Which expectations were not met? (tick the boxes) [Student/DP/Levels Mentor]</p> <p>3. What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?</p>
R E S P E C T F U L	<input type="checkbox"/> I take my hat off indoors <input type="checkbox"/> I put rubbish in the bin <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I wear my uniform proudly <input type="checkbox"/> I use appropriate language, tone and voice level <input type="checkbox"/> I respect others around me <input type="checkbox"/> I keep my device off and out of sight <input type="checkbox"/> I respect others' property <input type="checkbox"/> I listen to others and respond appropriately <input type="checkbox"/> I allow students to learn and teachers to teach <input type="checkbox"/> I leave my food in my bag	
L E A R N E R	<input type="checkbox"/> I do my work and allow others to learn <input type="checkbox"/> I take responsibility for my learning <input type="checkbox"/> I follow teacher instructions <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I am organised and bring all required equipment <input type="checkbox"/> I engage and focus in learning activities <input type="checkbox"/> I complete all required work <input type="checkbox"/> I ask relevant questions and contribute to class discussions <input type="checkbox"/> I use technology as the teacher instructs <input type="checkbox"/> I use study periods for study	

LEVEL 1 MONITORING CARD (Senior) Day: _____

	Student Name: _____ Class: _____	Levels Mentor: _____ Date: _____
KHS Behaviour Expectations SAFE <ul style="list-style-type: none"> • I keep my hands and feet to myself—hands off • I wear correct uniform and shoes • I respect personal space • I follow instructions • I maintain a calm manner • I am in the right place at the right time • I leave banned items at home • I enter and leave the room safely and appropriately • I stay in my seat unless directed by the teacher • I use equipment safely and appropriately • I leave furniture in its place • I stay in working areas RESPECTFUL <ul style="list-style-type: none"> • I take my hat off indoors • I put rubbish in the bin • I am in the right place at the right time • I wear my uniform proudly • I use appropriate language, tone and voice level • I respect others around me • I keep my device off and out of sight • I respect others' property • I listen to others and respond appropriately • I allow students to learn and teachers to teach • I leave my food in my bag LEARNER <ul style="list-style-type: none"> • I do my work and allow others to learn • I take responsibility for my learning • I follow teacher instructions • I am in the right place at the right time • I am organised and bring all required equipment • I engage and focus in learning activities • I complete all required work • I ask relevant questions and contribute to class discussions • I use technology as the teacher instructs • I use study periods for study 		

- I understand that:
 - I am on Orange Level 1
 - I will be on this card for 10 successful days
 - My parents will be contacted
 - I will report to Levels at 8:30am every day.
 - I may be precluded from attending school excursions and extracurricular activities (at the discretion of the Senior Executive).
 - If I lose my levels card I will need to re-start
- If I fail to meet my objectives:
 - My parents will be contacted for an interview
 - I will be placed on Red Level 2
 - I may be suspended
 - If I receive 3 N's in a day I repeat the day
 - If I have consecutive N days I will restart the level.
 - If I restart level 1 twice I will be referred to DP.
 - This card will remain with the student and be presented to their teacher at the beginning of every lesson.

Student Signature: _____ Date: _____

Levels Mentor Signature: _____ Date: _____

Y = Yes N = No M = Mostly

Classroom Teacher Tick Action Taken

PERIOD	EXPECTATIONS			COMMENT	TEACHER	DETENTION	CENTRAL
	S	R	L				
0 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
1 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
2 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
3 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
4 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
5 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
6 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			

Student Reflection Sheet (to be completed at the beginning of the day)


Name: _____ Date: _____ Year: _____ DP/ Levels Mentor: _____

	Expectations for acceptable behaviour:	
S A F E	<input type="checkbox"/> I keep my hands and feet to myself – hands off <input type="checkbox"/> I wear correct uniform and shoes <input type="checkbox"/> I respect personal space <input type="checkbox"/> I follow instructions <input type="checkbox"/> I maintain a calm manner <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I leave banned items at home <input type="checkbox"/> I enter and leave the room safely and appropriately <input type="checkbox"/> I stay in my seat unless directed by the teacher <input type="checkbox"/> I use equipment safely and appropriately <input type="checkbox"/> I leave furniture in its place <input type="checkbox"/> I stay in working areas	<p>1. What happened yesterday in class that did not meet the expectations of acceptable behaviour?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. Which expectations were not met? (tick the boxes) [Student/DP/Levels Mentor]</p> <p>_____</p> <p>3. What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?</p> <p>_____</p> <p>_____</p> <p>_____</p>
R E S P E C T F U L	<input type="checkbox"/> I take my hat off indoors <input type="checkbox"/> I put rubbish in the bin <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I wear my uniform proudly <input type="checkbox"/> I use appropriate language, tone and voice level <input type="checkbox"/> I respect others around me <input type="checkbox"/> I keep my device off and out of sight <input type="checkbox"/> I respect others' property <input type="checkbox"/> I listen to others and respond appropriately <input type="checkbox"/> I allow students to learn and teachers to teach <input type="checkbox"/> I leave my food in my bag	<p>4. What actions will be taken to change the behaviour? [Student/DP/Levels Mentor]</p> <p>_____</p> <p>_____</p> <p>_____</p>
L E A R N E R	<input type="checkbox"/> I do my work and allow others to learn <input type="checkbox"/> I take responsibility for my learning <input type="checkbox"/> I follow teacher instructions <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I am organised and bring all required equipment <input type="checkbox"/> I engage and focus in learning activities <input type="checkbox"/> I complete all required work <input type="checkbox"/> I ask relevant questions and contribute to class discussions <input type="checkbox"/> I use technology as the teacher instructs <input type="checkbox"/> I use study periods for study	

LEVEL 2 MONITORING CARD (Junior) Day: _____

Y = Yes N = No M = Mostly

Classroom Teacher Tick Action Taken

	Student Name: _____	Levels Mentor/DP: _____
	Class: _____	Date: _____

KHS Behaviour Expectations

SAFE

- I keep my hands and feet to myself – hands off
- I wear correct uniform and shoes
- I respect personal space
- I follow instructions
- I maintain a calm manner
- I am in the right place at the right time
- I leave banned items at home
- I enter and leave the room safely and appropriately
- I stay in my seat unless directed by the teacher
- I use equipment, safety and appropriately
- I leave furniture in its place
- I stay in working areas

RESPECTFUL

- I take my hat off indoors
- I put rubbish in the bin
- I am in the right place at the right time
- I wear my uniform proudly
- I use appropriate language, tone and voice level
- I respect others around me
- I keep my device off and out of sight
- I respect others' property
- I listen to others and respond appropriately
- I allow students to learn and teachers to teach
- I leave my food in my bag

LEARNER

- I do my work and allow others to learn
- I take responsibility for my learning
- I follow teacher instructions
- I am in the right place at the right time
- I am organised and bring all required equipment
- I engage and focus in learning activities
- I complete all required work
- I ask relevant questions and contribute to class discussions
- I use technology as the teacher instructs
- I use study periods for study

- I understand that:**
- I am on Red Level 2
 - I will be on this card for 5 successful days
 - My parents will be contacted
 - I will report to DP at 8:30am, recess and lunch every day.
 - I will report to the DP at the end of every day. If unsatisfactory I may be required to do an immediate 30 minute detention.
 - I may be precluded from attending school excursions and extracurricular activities (at the discretion of the Senior Executive).
- If I fail to meet my objectives:**
- My parents will be contacted for an interview
 - I may be suspended
 - If I receive 3 N's in a day I repeat the day.
- This card will remain with the student and be presented to their teacher at the beginning of every lesson.*

Student Signature: _____

DP/Levels Mentor Signature: _____ Date: _____


PERIOD	EXPECTATIONS			COMMENT	TEACHER	DETENTION	CENTRAL
	S	R	L				
1 Subject: _____	Y	Y	Y	Achieved:			
	N	N	N	Improvement:			
	M	M	M				
2 Subject: _____	Y	Y	Y	Achieved:			
	N	N	N	Improvement:			
	M	M	M				
3 Subject: _____	Y	Y	Y	Achieved:			
	N	N	N	Improvement:			
	M	M	M				
4 Subject: _____	Y	Y	Y	Achieved:			
	N	N	N	Improvement:			
	M	M	M				
5 Subject: _____	Y	Y	Y	Achieved:			
	N	N	N	Improvement:			
	M	M	M				
6 Subject: _____	Y	Y	Y	Achieved:			
	N	N	N	Improvement:			
	M	M	M				

Student Reflection Sheet (to be completed at the beginning of the day)

Name: _____ Date: _____ Year: _____ DP / Levels Mentor: _____

	Expectations for acceptable behaviour:	
S A F E	<input type="checkbox"/> I keep my hands and feet to myself – hands off <input type="checkbox"/> I wear correct uniform and shoes <input type="checkbox"/> I respect personal space <input type="checkbox"/> I follow instructions <input type="checkbox"/> I maintain a calm manner <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I leave banned items at home <input type="checkbox"/> I enter and leave the room safely and appropriately <input type="checkbox"/> I stay in my seat unless directed by the teacher <input type="checkbox"/> I use equipment safely and appropriately <input type="checkbox"/> I leave furniture in its place <input type="checkbox"/> I stay in working areas	<p>1. What happened yesterday in class that did not meet the expectations of acceptable behaviour?</p> <p>2. Which expectations were not met? (tick the boxes) [Student/DP/Levels Mentor]</p> <p>3. What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?</p>
R E S P E C T F U L	<input type="checkbox"/> I take my hat off indoors <input type="checkbox"/> I put rubbish in the bin <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I wear my uniform proudly <input type="checkbox"/> I use appropriate language, tone and voice level <input type="checkbox"/> I respect others around me <input type="checkbox"/> I keep my device off and out of sight <input type="checkbox"/> I respect others' property <input type="checkbox"/> I listen to others and respond appropriately <input type="checkbox"/> I allow students to learn and teachers to teach <input type="checkbox"/> I leave my food in my bag	
L E A R N E R	<input type="checkbox"/> I do my work and allow others to learn <input type="checkbox"/> I take responsibility for my learning <input type="checkbox"/> I follow teacher instructions <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I am organised and bring all required equipment <input type="checkbox"/> I engage and focus in learning activities <input type="checkbox"/> I complete all required work <input type="checkbox"/> I ask relevant questions and contribute to class discussions <input type="checkbox"/> I use technology as the teacher instructs <input type="checkbox"/> I use study periods for study	

LEVEL 2 MONITORING CARD (Senior) Day: _____

	Student Name: _____	Levels Mentor/DP: _____
	Class: _____	Date: _____

KHS Behaviour Expectations
<p>SAFE</p> <ul style="list-style-type: none"> I keep my hands and feet to myself – hands off I wear correct uniform and shoes I respect personal space I follow instructions I maintain a calm manner I am in the right place at the right time I leave banned items at home I enter and leave the room safely and appropriately I stay in my seat unless directed by the teacher I use equipment safely and appropriately I leave furniture in its place I stay in working areas <p>RESPECTFUL</p> <ul style="list-style-type: none"> I take my hat off indoors I put rubbish in the bin I am in the right place at the right time I wear my uniform proudly I use appropriate language, tone and voice level I respect others around me I keep my device off and out of sight I respect others' property I listen to others and respond appropriately I allow students to learn and teachers to teach I leave my food in my bag <p>LEARNER</p> <ul style="list-style-type: none"> I do my work and allow others to learn I take responsibility for my learning I follow teacher instructions I am in the right place at the right time I am organised and bring all required equipment I engage and focus in learning activities I complete all required work I ask relevant questions and contribute to class discussions I use technology as the teacher instructs I use study periods for study

- I understand that:**
- I am on Red Level 2
 - I will be on this card for 5 successful days
 - My parents will be contacted
 - I will report to DP at 8:30am, recess and lunch every day.
 - I will report to the DP at the end of every day. If unsatisfactory I may be required to do an immediate 30 minute detention.
 - I may be precluded from attending school excursions and extracurricular activities (at the discretion of the Senior Executive).
- If I fail to meet my objectives:**
- My parents will be contacted for an interview
 - I may be suspended
 - If I receive 3 N's in a day I repeat the day
- This card will remain with the student and be presented to their teacher at the beginning of every lesson.*

Student Signature: _____

DP/Levels Mentor Signature: _____ Date: _____

Y = Yes N = No M = Mostly Classroom Teacher Tick Action Taken

PERIOD	EXPECTATIONS			COMMENT	TEACHER	DETENTION	CENTRAL
	S	R	L				
0 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
1 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
2 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
3 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
4 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
5 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			
6 Subject:	Y N M	Y N M	Y N M	Achieved: Improvement:			

Student Reflection Sheet (to be completed at the beginning of the day)

Name: _____ Date: _____ Year: _____ DP/ Levels Mentor: _____

<p>S</p> <p>A</p> <p>F</p> <p>E</p>	<p>Expectations for acceptable behaviour:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I keep my hands and feet to myself – hands off <input type="checkbox"/> I wear correct uniform and shoes <input type="checkbox"/> I respect personal space <input type="checkbox"/> I follow instructions <input type="checkbox"/> I maintain a calm manner <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I leave banned items at home <input type="checkbox"/> I enter and leave the room safely and appropriately <input type="checkbox"/> I stay in my seat unless directed by the teacher <input type="checkbox"/> I use equipment safely and appropriately <input type="checkbox"/> I leave furniture in its place <input type="checkbox"/> I stay in working areas 	
<p>R</p> <p>E</p> <p>S</p> <p>P</p> <p>E</p> <p>C</p> <p>T</p> <p>F</p> <p>U</p> <p>L</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I take my hat off indoors <input type="checkbox"/> I put rubbish in the bin <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I wear my uniform proudly <input type="checkbox"/> I use appropriate language, tone and voice level <input type="checkbox"/> I respect others around me <input type="checkbox"/> I keep my device off and out of sight <input type="checkbox"/> I respect others' property <input type="checkbox"/> I listen to others and respond appropriately <input type="checkbox"/> I allow students to learn and teachers to teach <input type="checkbox"/> I leave my food in my bag 	
<p>L</p> <p>E</p> <p>A</p> <p>R</p> <p>N</p> <p>E</p> <p>R</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I do my work and allow others to learn <input type="checkbox"/> I take responsibility for my learning <input type="checkbox"/> I follow teacher instructions <input type="checkbox"/> I am in the right place at the right time <input type="checkbox"/> I am organised and bring all required equipment <input type="checkbox"/> I engage and focus in learning activities <input type="checkbox"/> I complete all required work <input type="checkbox"/> I ask relevant questions and contribute to class discussions <input type="checkbox"/> I use technology as the teacher instructs <input type="checkbox"/> I use study periods for study 	

1. What happened yesterday in class that did not meet the expectations of acceptable behaviour?

2. Which expectations were not met? (tick the boxes) [Student/DP/Levels Mentor]

3. What can I change in my behaviour to be able to meet the expectations of acceptable behaviour?

4. What actions will be taken to change the behaviour? [Student/DP/Levels Mentor]

MERIT SYSTEM

Class Merit Award

- ❖ Students may receive positive Sentral entries (and optional Class Merit Awards) for being 'safe' and/or 'respectful' and/or a 'learner'.
- ❖ Students may also receive Class Merit Awards for class academic or sporting achievements.
- ❖ Once a student has 20 x Class Merit Awards documented on Sentral, they are eligible for a Bronze Award.

Bronze Award

- ❖ 20 x Class Merit Awards (across any faculty) = 1 x Bronze Award.
- ❖ Year Advisers will hand out Bronze Awards at the Year Assembly.
- ❖ Students may also receive a Bronze Award for special academic achievements, school service, community service or outstanding sporting achievements.
- ❖ 3 x Bronze Awards = 1 x Silver Award (present at Year Assembly)

Silver Award

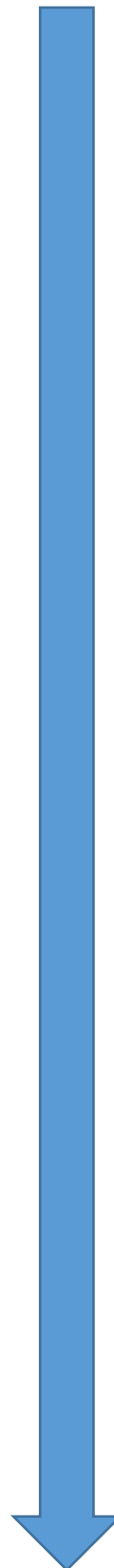
- ❖ 3 x Bronze Awards = 1 x Silver Award.
- ❖ HT **Welfare/Wellbeing** will hand out Silver Awards during Year Assembly.
- ❖ 3 x Silver Awards = 1 x Principal's Gold Award (presented at Presentation Day)

Principal's Gold Award

- ❖ 3 x Silver Awards = 1 x Principal's Gold Award
- ❖ Gold Awards will be handed out during Presentation Day at the end of the school year.
- ❖ 5 x Gold Awards = School Medallion

School Medallion

- ❖ 5 x Gold Awards = School Medallion
- ❖ Medallions will be presented during Presentation Day at the end of the school year.





KINGSGROVE HIGH SCHOOL

Class Merit Award

Name: _____

Signature: _____

- Safe Respectful Learner
 Sport / Academic _____

KINGSGROVE HIGH SCHOOL



Bronze Award

Name: _____

Signature: _____

- Safe Respectful Learner
- Sport / Academic _____

KINGSGROVE HIGH SCHOOL



Silver Award

Name: _____

Signature: _____

- Safe Respectful Learner
- Sport / Academic _____

KINGSGROVE HIGH SCHOOL



Gold Award

Name: _____

Signature: _____

- Safe Respectful Learner
- Sport / Academic _____

Fast and frequents

<p><i>Fast & Frequent</i></p> <p>Token</p> <p>Name: _____</p> <p>Year/Roll Class: _____</p> <p><input type="checkbox"/> Safe</p> <p><input type="checkbox"/> Respectful</p> <p><input type="checkbox"/> Learner</p> <p>Teacher: _____</p>	
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Fast and frequent

- Students can receive these in the playground, sport, assembly, etc.
- The students put their token in the box.
- Tokens are drawn out weekly at assembly and students receive a small prize.
 - 1st prize - \$15 movie voucher
 - 2nd and 3rd prize - \$5 canteen voucher
- There is a bigger prize at the end of the term.
- The teacher who wrote the merit also receives something as an incentive.