



Ashford Central School – Wellbeing Procedures 2021



Ashford Central School is a Positive Behaviour for Learning school and has the core values of Safety, Teamwork, Achievement and Respect (STAR). The procedures for the implementation of the Department of Education's policy on Student Wellbeing follows:

Contents:

1. ACS Code of Conduct
2. Wellbeing Flowchart
3. Attendance and Behaviour Monitoring: 2020
4. Attendance Procedures
5. School Attendance Improvement Plan
6. Positive Award Process
7. Classroom Teacher Strategies
8. Anti-bullying Strategy 2020
9. Student Bullying Report Form
10. Suspension Procedures and Behaviour and Risk Management Plan
11. Executive Referral Sheet

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 - 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.



We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

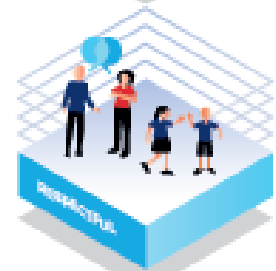
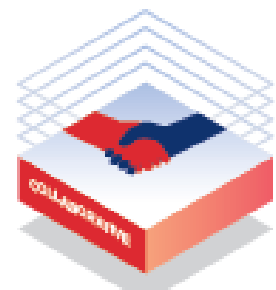
Our guide for parents, carers and students provides useful information about the complaints process.

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



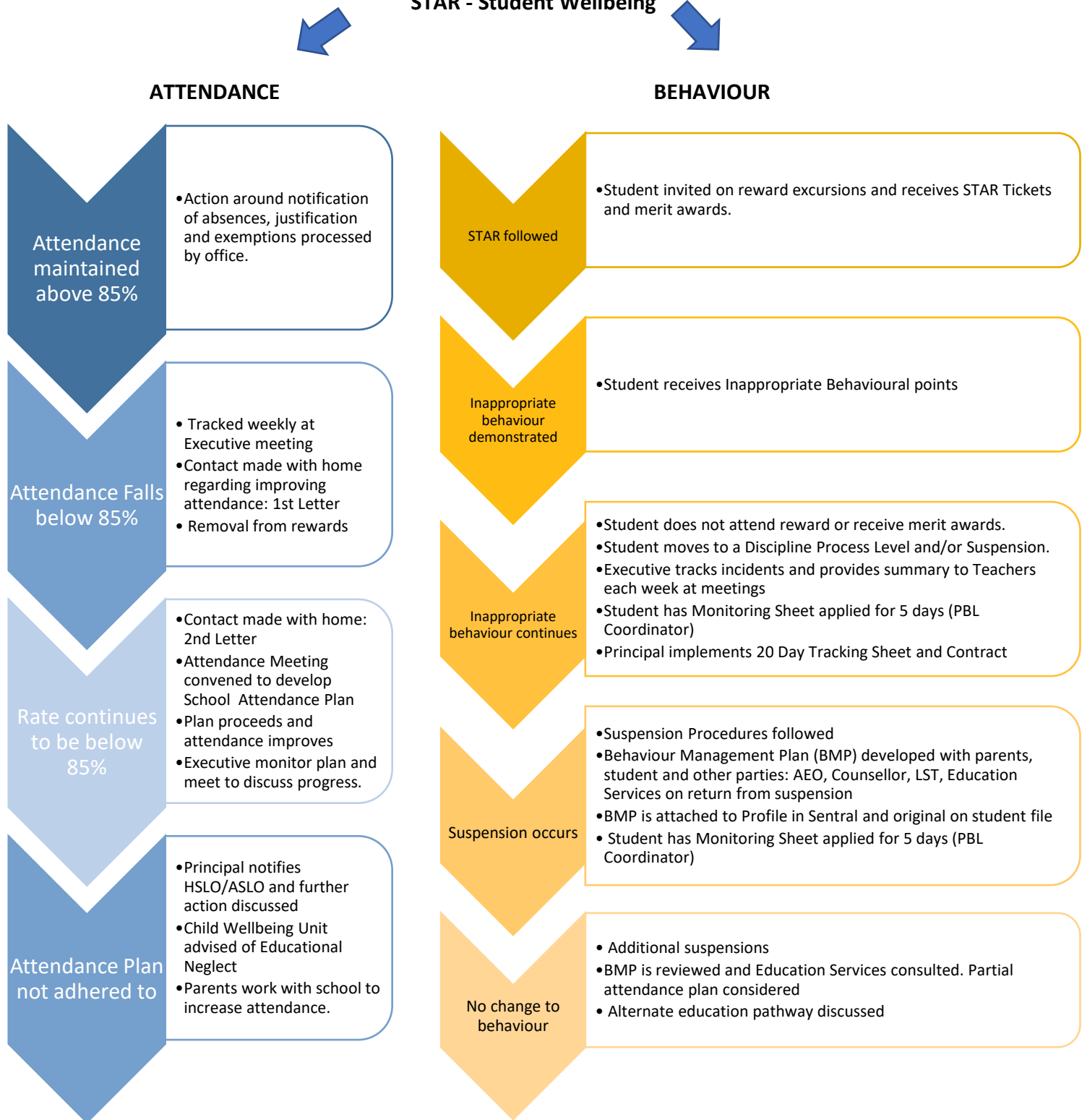
Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au

2. Wellbeing Flowchart

STAR - Student Wellbeing



3. Attendance and Behaviour Monitoring: 2021

A monitoring process occurs each 5 weeks that includes the school executive. Data is delivered to both school staff and the School Planning Committee.

Area of Focus:	Mid Term 1 (4 weeks)	End Term 1	Mid Term 2 (4 weeks)	End Term 2	Mid Term 3 (4 weeks)	End Term 3	Mid Term 4 (4 weeks)	End Term 4 (3 weeks)	Total:
Attendance									
Students below 85%									
Students above 90%									
Students on Attendance Management Plans									
HSLO/ASLO Referrals									
Inappropriate Behaviour:									
Category 1 Incidents: 1 point									
Category 2 Incidents: 3 points									
Category 3 Incidents: 10 points									
Category 4 Incidents: 25 points									
Students placed on Negative Level 1									
Students placed on Negative Level 2									
Students placed on Negative Level 3									
Suspensions									
Positive Behaviour:									
Merit Awards									
Special Awards									
Students to Green Level									
Red Level									
Blue Level									
Silver Level									
Gold Level									
Platinum Level									
Students on STAR Reward Excursion									

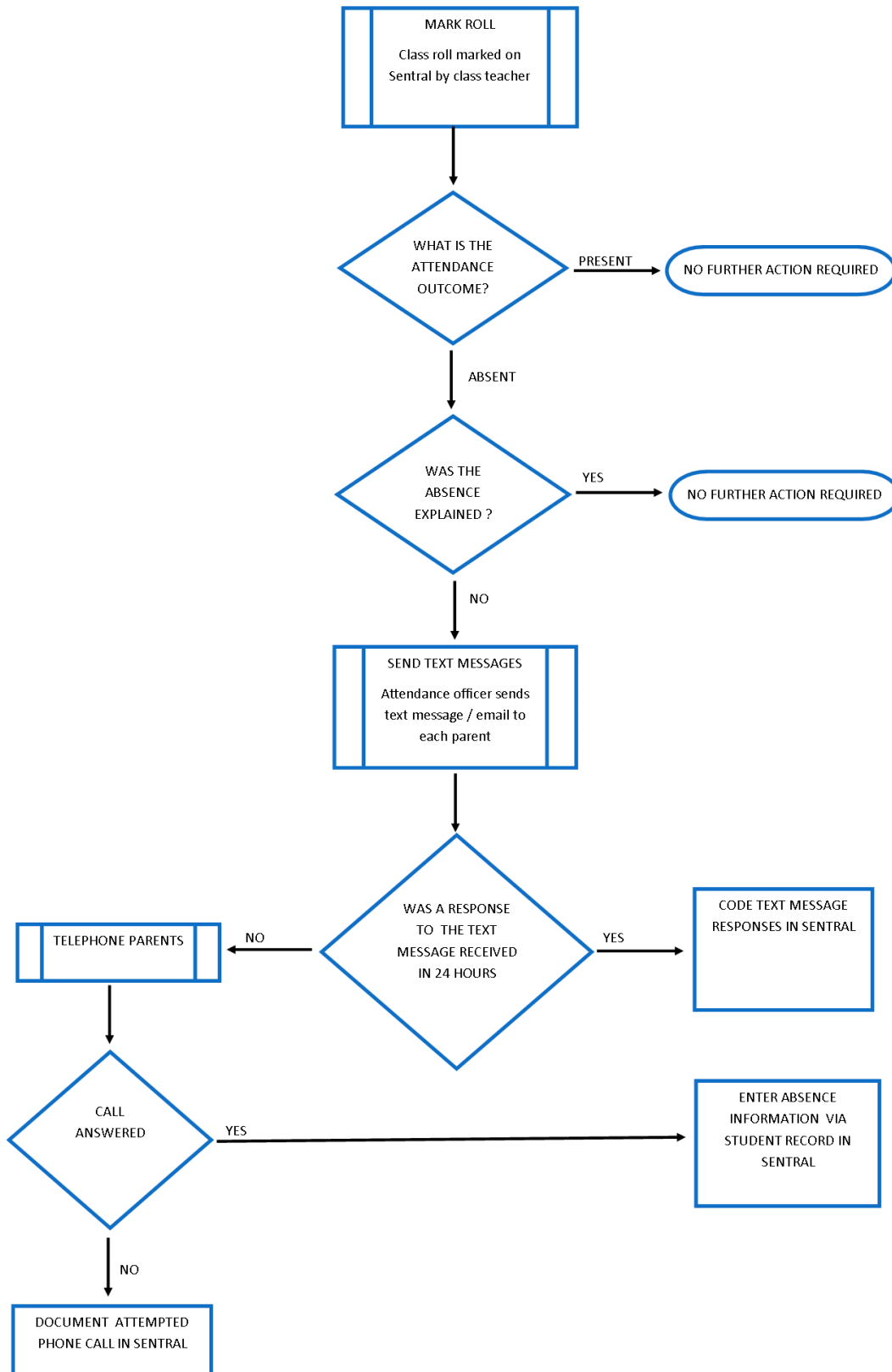
4. ACS Attendance Procedures

School attendance is managed at Ashford Central School in a variety of ways. Firstly, a strong relationship between the school and home is established to engage families in the school. The school utilises Sentral (an ICT-based system of student management) to mark the roll each morning and during each period (secondary). The school office employs an additional SAO part-time to monitor attendance and make contact with families around attendance issues. Text messages, phone calls and/or letters are issued for students that have an unexplained absence. Weekly reports are generated and provided to the school executive for analysis. The executive determines action around the data and whether to commence an attendance plan. The plan is collaboratively developed with families to identify blockers to attendance and support the positive relationship between school and home.

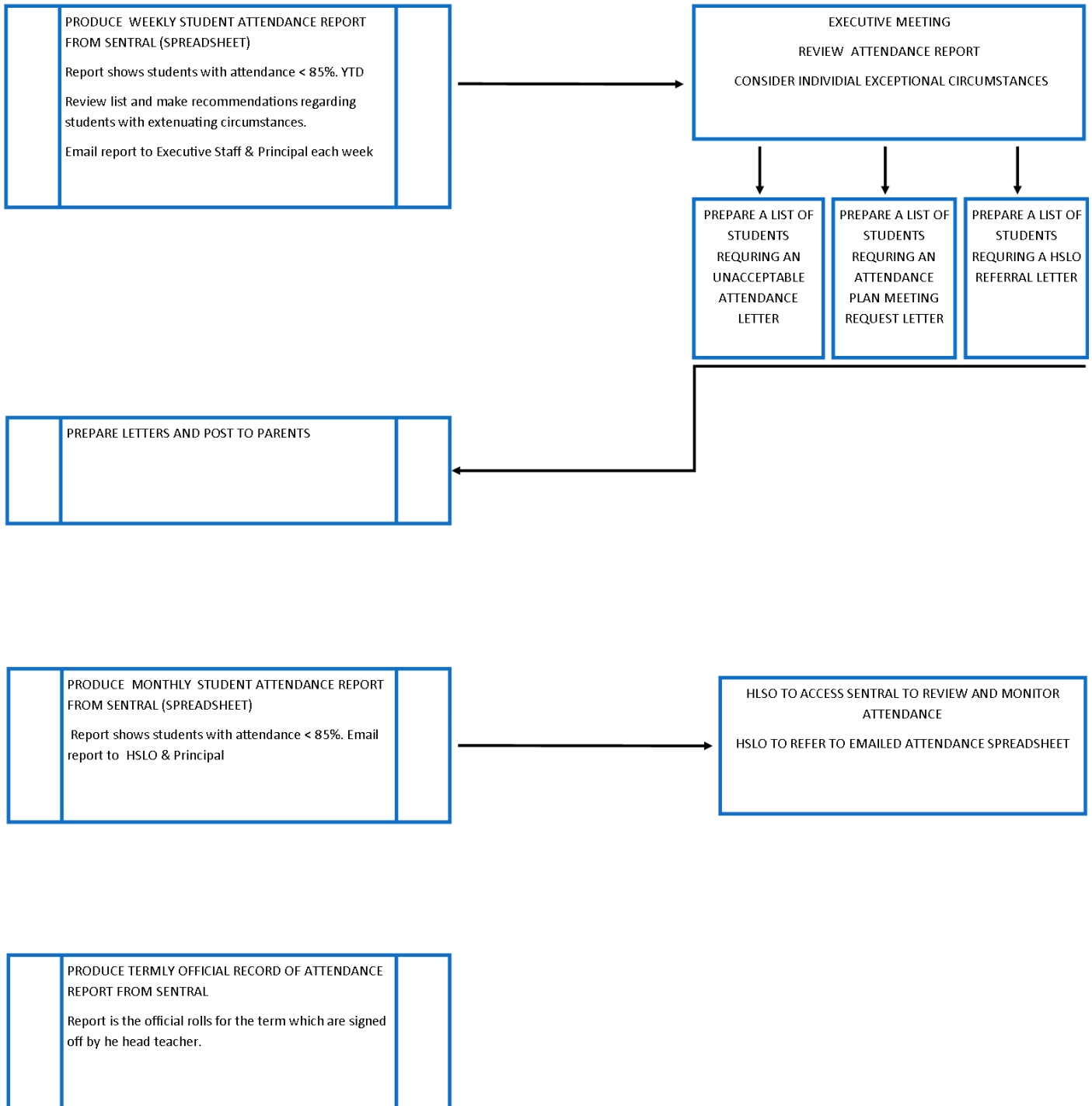
The following charts demonstrate the work flow of managing attendance:

Attendance Monitoring:

ROLL MARKING AND ABSENTEE FOLLOWUP PROCEDURE



ATTENDANCE REPORTING AND MONITORING PROCEDURE



5. School Attendance Improvement Plan



EXAMPLE

School Attendance Improvement Plan

Student:	Grade:	DOB: / /	SRN:
Family Responsibilities	School Responsibilities	HSLO/ASLO Responsibilities	Intended Outcomes
<ul style="list-style-type: none"> - Contact the school if an absence is to known to be occurring - Contact the school within 2 days of any absence - Notify the school of extenuating family circumstances - Support the school in encouraging the student to attend - Seek positive information from student about their day 	<ul style="list-style-type: none"> - Take into account the personal circumstances (enter them) prior to determining an 'Unjustified Attendance' - Seek to build positive experiences at school for student by (enter details) - Work closely with LST to ensure individualised wellbeing and curriculum strategies are in place and reviewed regularly - Make contact each day via (enter method) if student is absent. 	<ul style="list-style-type: none"> - Monitor Sentral attendance data - Meet with family (or phone) to seek further insight into blockers to attendance - Communicate with school around family and student 	<ul style="list-style-type: none"> - Increase attendance to: from: by: - Increase engagement at school in curricular and extra-curricular activities.

Date of start of plan: __/__/__ **Date of end of plan:** __/__/__

Agreement: _____
 - Executive HSLO/ASLO Parent Student

Review Date: / / Parent has meaningfully engaged with the plan: Yes / No
 Plan is to be extended: Yes / No

Recommendations:

Director Signature: _____ **Date:** _____

NB: A PARENT'S FAILURE TO MEANINGFULLY ENGAGE WITH THIS PLAN, WITHIN 20 SCHOOL DAYS, AND RETURN STUDENT TO SATISFACTORY ATTENDANCE MAY RESULT IN REFERRAL TO THE DEPARTMENT'S SENIOR OFFICERS FOR FURTHER INVESTIGATION.

6. ACS Positive Award Process

Positive Behaviour Levels

Students at Ashford Central School are encouraged to follow our Positive Behaviour for Learning (PBL) Expectations Matrix at all times. Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. Our PBL process is based on a school-wide set of expectations which apply in every circumstance and setting. Students are learning about and are expected to follow our core values of **Safety, Teamwork, Achievement and Respect.** Following the Expectations Matrix demonstrates an adherence to the core values of the school.

Focus

Each week, the chosen PBL core value and expectations will be clearly displayed on classroom walls and school boards. This will be explicitly discussed with students. Our aim is to communicate and enhance the culture of our school and promote positive behavioural achievement.

Strategies and practices used to promote positive student learning and attitudes:

STAR Tickets: Star tickets are token rewards that are handed to students displaying positive behaviour in any setting to reinforce our expectation. It is the students' responsibility for placing the completed star ticket into their allocated star ticket box, which is located in the school library. Tickets are drawn out of the star ticket box by the teacher at fortnightly assemblies and winners receive a canteen voucher. Star tickets do not accumulate.

Merit Certificates: At Ashford Central School we acknowledge and reward students who make significant and positive contributions. Merit certificate categories are academic, behaviour, effort, leadership, participation school service and community service. They are a method of rewarding students for sustained effort and achievement of excellence; encouraging all students to do their best; and developing and maintaining a cooperative and supportive atmosphere among teachers, students and parents. Merit certificates are accumulated in groups of 10 and count towards placement on the Positive Behaviour levels including: Red, Green, Blue, Silver, Gold and Platinum. Each fortnight, the newsletter will print the merit certificate recipients for Primary and Secondary.

Positive Behaviour Level Awards: Students begin on level 0 at the beginning of Term 1 annually and moved through positive behaviour levels as they receive merit certificates. Positive Behaviour Levels include Green, Red, Blue, Silver, Gold and Platinum. Each level from Red onwards attracts a small reward and levels Silver to Platinum attract much greater rewards. Positive behaviour level awards are presented to the students during termly Principal Assemblies.

The Positive Behaviour Levels Awards are as follows:



Termly PBL Rewards Day

Each term Ashford Central School has a PBL Rewards Day to celebrate and reward those students who have received 5 or less inappropriate behaviour points and who have shown consistent safety, teamwork, achievement and respect. To be eligible students must also obtain 85% attendance rate.

Student Behaviour and Discipline

Ashford Central School supports the learning, wellbeing and safety of all their students. Collaboration between staff, students and parents/carers is fundamental to maintaining positive student behaviour and effective discipline within the school. Clear communication with parents/carers is the key to understanding a child's situation at school. Teachers will call or write to parents and families regarding students behaviours. The school will personally text message parents/careers if their child has been placed on lunch-time reflection, with the reason every time it is imposed.

School expectations are written standards of behaviour consistent with our core values. The student discipline process is a strategy and practice to manage inappropriate student behaviour, it is a tool for tracking the frequency and level of behaviours to determine a consequence set by the Executive Staff.

The following is an overview of the process followed by the school executive staff in categorising inappropriate behaviour and applying a suitable consequence.

Discipline Process Level 1	<ul style="list-style-type: none"> • Sufficient Inappropriate Behaviour Points to require a meeting with Assistant Principal/Head Teacher. • A letter to parents will document this meeting and applicable consequences imposed.
Discipline Process Level 2	<ul style="list-style-type: none"> • Sufficient Inappropriate Behaviour Points to require a second meeting with Assistant Principal/Head Teacher, playground restrictions imposed, forfeit school representation (extra-curricular activities), letter home to arrange meeting regarding behaviour.
Discipline Process Level 3	<ul style="list-style-type: none"> • Sufficient Inappropriate Behaviour Points to require a suspension from school (internal or external) after consultation with Principal, Behaviour and Risk Management Plan developed, support personnel consulted, parents to attend school. • On return: Monitoring sheet 5 days, counselling with Assistant Principal/Head Teacher, playground restrictions imposed, forfeit school representation (extra-curricular activities).

Example Inappropriate Behaviours at Category 1 = 1 point

Disrupting others work	Not turning up for detention
Out of bounds	Late for class or assemblies (continuously)
Not following reasonable instructions	Teasing another student
Dangerous behaviour	Swearing
Rudeness to staff	Telling a deliberate lie to staff

Example Inappropriate Behaviours at Category 2 = 3 points

Insolence towards staff	Not turning up for detention (continuously)
Continuously avoiding class	Minor physical altercation
Continuously disrupting	

Example Inappropriate Behaviours at Category 3 = 10 points

Unacceptable behaviour while representing the school	Tobacco and/or alcohol at school
Stealing	Truancy
Serious offensive behaviour	Threatening assault of staff or students
Vandalism (minor)	Bullying (minor)
Mobile phone use	

Example Inappropriate Behaviours at Category 4 = 25 points

Swearing at a member of staff (including electronic)	Possession/consumption of illegal substances at school
Physical violence	Use or possession of a prohibited weapon
Bullying (major)	Physical assault of staff
Vandalism (major)	Discrimination, racism, sexism (major)



Ashford Central School: Classroom Teacher Strategies

RELATIONSHIPS

- ✓ Know students as individuals: find out about their interests, personalities and friends
- ✓ Model and encourage expected behaviours: e.g. courtesies such as use of manners
- ✓ Acknowledge students when they are behaving responsibly and provide specific feedback
- ✓ Be aware of your personal behaviour: e.g. stance, tone of voice, choice of language
- ✓ Make sure your own chair is balanced-adopt a 'leave it at the door' mindset with your own negative thought and emotions
- ✓ Maintain a work/life balance
- ✓ Target the behaviour, not the child
- ✓ Develop links with parents: establish connections early on, let them the "good news" as well as any concerns early on. In some instances a 'Communication' book is a useful tool to use as a home/school link.
- ✓ Support your colleagues and let them support you
- ✓ Humour can be a great tool to diffuse a situation

ORGANISATION

- ✓ Furniture Layout
- ✓ Grouping of students
- ✓ Seating arrangements
- ✓ Flexible learning provisions (formal/informal/whole class/small group/individual)
- ✓ Displays of student quality work
- ✓ Establish routines and keep them clear and simple
- ✓ Teaching materials/stimulus materials readily accessible for student use around the room
- ✓ The provision of a comfortable spot where students can go to work/sit to think about their behaviour and how they might change it to better meet their needs and the needs of their class. This spot must be within the class room and within sight of the teacher

BEHAVIOUR IS A PERSONAL CHOICE

- ✓ Emphasise behaviour as a choice
- ✓ Explicitly teach the ACS code of conduct expectations and revisit this often
- ✓ Be consistent
- ✓ Set up a space in your classroom where students can go to cool off or think about their choices with appropriate materials for students to use to guide them through their thinking

CURRICULUM

- ✓ Ensure the curriculum is relevant, engaging, challenging and provides opportunities for all students to be successful. Provide tasks at appropriate levels for each student
- ✓ Keep students interested: focus on useful work/products. Pace the lesson
- ✓ Provide time for practising skills expected to demonstrate
- ✓ Explore varying teaching strategies (Cooperative learning, Multiple Intelligences, Bloom's Taxonomy, DeBono's Thinking hats, integration of ICTs, Socratic Dialogue)

Ashford Central School

Anti-bullying Plan 2021

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Ashford Central School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1. Student assemblies

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1	Behaviour code for students/ PBL STAR Focus
Term 2	PBL STAR Focus
Term 3	Bullying referral form/ PBL STAR Focus
Term 4	Brilliant at Being Resilient Show/ PBL STAR Focus

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
Term 1	TPL Day - CPAT Training, K-6 and 7-12 Wellbeing coordinator, PBL Coordinator, Wellbeing, attendance updates
Term 2	Review Wellbeing Policy and classroom behaviour strategies
Term 3	Bullying referral form presented to staff
Term 4	Behaviour expectations update

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

New and casual staff will be informed about the school's approaches and strategies to prevent and respond to student bullying behaviour, when it does occur, through the following:

- information is provided in the Staff Handbook when they enter on duty at Ashford Central School
- the Assistant Principal (Primary) / Head Teacher (Secondary) speaks to new and casual staff when they enter on duty at Ashford Central School
- the Principal speaks to new executive staff when they enter on duty at Ashford Central School, as part of the induction process.
- informed of the Ashford Central School wellbeing document.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1. Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- School Anti-bullying Plan NSW Anti-bullying website Behaviour Code for Students

2.2. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods and topics
	Newsletter articles/ Principals Assembly/ P & C/ AECG/ STUDEC/ School Facebook page articles
	Newsletter articles/ Principals Assembly/ P & C/ AECG/ STUDEC/ School Facebook page articles
	Newsletter articles/ Principals Assembly/ P & C/ AECG/ STUDEC/ School Facebook page articles
	Newsletter articles/ Principals Assembly/ P & C/ AECG/ STUDEC/ School Facebook page articles

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- PBL
- Ashford Central School Wellbeing procedures document
- Crossroads
- Primary performances - Brilliant at being resilient
- Specific and targeted primary and prep. PBL lessons
- STUDEC
- TTFM Surveys
- Six decades of bullying - presentation

Completed by: Alex Wrobel

Position: Assistant Principal

Signature:  Date: 2/12/20

Principal name: Ben Delanty

Signature:  Date: 2/12/20

9. Ashford Central School – Student Bullying Report Form

Date: _____

Does what happened fit all 3 parts of the definition of bullying? 1. The person is being mean on purpose 2. It is repeated. 3. There is an imbalance of power.	Type of bullying ___ Physical – hitting, kicking, pushing
	___ Verbal – teasing, name-calling, put-downs
	___ Social/Emotional –starting rumours, excluding someone
	Who was the target?
Name of student making this report – First & last name:	Where did it happen?
Who was bullying?	When?
What happened?	
Did you tell an adult?	ADMIN: Delivered to Executive Y / N

Once an incident is reported, it is provided to the Executive. The Executive thoroughly investigates the incident and determines if this is indeed bullying, if the student claiming to be the victim is involved in behaviour that could also be perceived as bullying, who else was involved or witness to the incidents and what action is to be taken.

The Executive then communicates with BOTH sets of families involved using a template letter that is varied for victim and perpetrator:



ASHFORD CENTRAL SCHOOL

Mail: 51 Martyn St, Ashford, NSW, 2361
Email: ashford-c.school@det.nsw.edu.au
Web: www.ashford-c.schools.nsw.edu.au

Phone: 02 67 254 101
Fax: 02 67 254 336
Principal: Mr Ben Delanty

An incident involving your child, STUDENT has come to my attention. I am writing to convey that I have investigated the incident and find that STUDENT has engaged in behaviour that can reasonably be perceived as bullying. This behaviour will not be tolerated in our school. As a consequence, disciplinary action has been applied to the effect of ENTER ACTION HERE. The parent/caregiver of the student that your child had caused harm to have been notified.

This communication is in line with the Department of Education NSW, Bullying of Students – Prevention and Response Policy (PD/2010/0415/V01). Further information regarding the way we deal with bullying of students and resources for parents, caregivers and students can be found at: <https://antibullying.nsw.gov.au/>

Please complete the following slip and return to the office as soon as possible.

Regards,

*Assistant Principal
Ashford Central School*

Incident regarding: STUDENT



[] I am aware of this issue and will be contacting the school.

[] I would like the school to contact the parents involved and facilitate a meeting to discuss this issue.

[] I will not be taking further action regarding this incident.

Signed: _____ Date: _____

ACS – Behaviour Monitoring Sheet and Process

 Ashford Central School – BMP Monitoring Sheet 							
Name:		Date:	Class:	Day ___ out of ___			
Time:	Attitude	Achievement	Negative Behaviour	Teacher's Name	Signature	Comment	STAR Ticket
Period 1	Poor/Fair/Good/Great	Poor/Fair/Good/Great	Category Points <input type="checkbox"/>				
Period 2	Poor/Fair/Good/Great	Poor/Fair/Good/Great	Category Points <input type="checkbox"/>				
Period 3	Poor/Fair/Good/Great	Poor/Fair/Good/Great	Category Points <input type="checkbox"/>				
Period 4	Poor/Fair/Good/Great	Poor/Fair/Good/Great	Category Points <input type="checkbox"/>				
Period 5	Poor/Fair/Good/Great	Poor/Fair/Good/Great	Category Points <input type="checkbox"/>				
Period 6	Poor/Fair/Good/Great	Poor/Fair/Good/Great	Category Points <input type="checkbox"/>				
Parent Signature/Comment:							
PBL Coordinator recorded return: Day counts / Forfeited Signature:							

NOTE: ACS - BMP Monitoring Process on rear side of sheet

ACS - BMP Monitoring Process: As part of monitoring students that are unable to follow the expectations and rules of our school, the table above is completed each day by teachers and parents. This process aims to provide clear information to the school and home when students make poor behavioural choices.

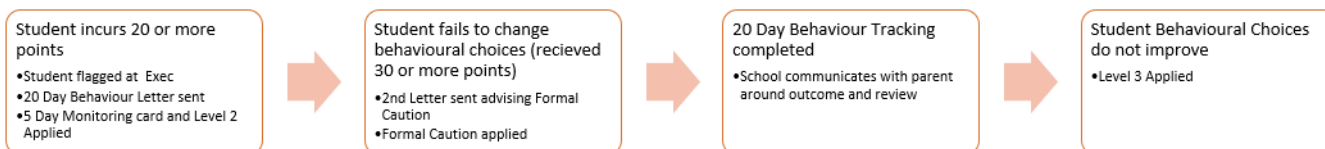
1. A student initially receives the BMP Monitoring Sheet on determination by the school executive.
2. The student maintains responsibility over the sheet for a total of 5 attended school days. This includes meeting with the PBL Coordinator at morning assembly each day.
3. If the student maintains a reasonable level of behaviour for the period, they are removed from the monitoring process.
4. If the student incurs any Warnings, the day is forfeited and must be redone. If an Executive Referral, The 5 days starts again.



ACS – 20 Day Behaviour Tracking Sheet and Contract

Students are expected to follow the school rules and adhere to our STAR values. If a student breaches these rules, a Negative Behaviour Point/s or Level will be applied. If the student is unable to change their behavioural choices, and are awarded 10 or more Negative Points, a Level 1 will be applied and a 5 Day Monitoring Sheet will be required. If 20 or more Negative Points are accumulated, a Level 2 will be applied and this will trigger the 20 Day Behaviour Tracking Sheet and Contract. The Principal will administer this process and a record of tracking will be provided to all parties.

FLOWCHART:



***Note: A suspension may be the result of ongoing behaviour or if required as determined by the Principal**

Student	Dates	Negative Points																			
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18	Day 19	Day 20
	<u> </u> / <u> </u> 21 to <u> </u> / <u> </u> 21																				

Days	Notes on Behaviour	Weekly Tally	Contact with Parent
1 - 5			
6 - 10			
11 - 15			
16 - 20			

Review outcome:

Review communicated with Parent/Carer
 Review in student file and attached to Sentral>Wellbeing>Referrals



ACS – 20 Day Behaviour Contract

Date:

I, _____ agree to follow the school rules and abide by the NSW

Public Schools Behaviour Code for Students.

For the next 20 school days, my focus area will be:

I will try my best at school and speak with an adult if I am in need of further support.

Student

Parent

Principal

Behaviour code for students

NSW public schools

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

10. ACS Suspension Procedures and Risk Management Plan

When suspending a student, the following procedures and processes need to be followed:

Forms required to be completed and/or reviewed:

- Wellbeing Incident/Suspension Report (Appendix -1)
- Policy: Suspension and Expulsion of School Students – Procedures 2011 (Checklists - Appendix 5 & 6)
- Incident Statement (Alleged Victim, Alleged Perpetrator, Witness: student/staff/other) (Appendix -2)
- Formal Disciplinary Interview sheet (Appendix -3)
- Formal Caution Letter (Appendix -4)
- Return From Suspension Sheet (Appendix -7)
- Complex Case - Student Tracking Sheet (Appendix -8)

Principal considers evidence from above documentation and determines:

- **SHORT:** Continuing Disobedience, Aggressive Behaviour (including bullying)
- **LONG:** Physical Violence, Possession of prohibited weapon or illegal substances, Serious criminal behaviour, Use of an implement as a weapon, Persistent or Serious misbehaviour (including threats and bullying).

Principal considers and advises:

- Length of suspension
- Return from Suspension Meeting date and time

Work Program sent home as soon as practicable for student

- Principal advises Executive to liaise with staff to produce and deliver content for timeframe of suspension
- Work sent home with sibling, picked up by family or posted

Complex Case tracking considered for students with on-going disciplinary issues

- Executive meeting discusses the inclusion of student onto the Complex Case tracking form
- Principal advises applicable Executive to manage and track actions and activities for student on Complex Case

Notifications of suspension are sent to applicable staff members: LaST, School Counsellor, DEL, other Staff

- Principal or Delegate notifies all applicable parties of the outcome via email and ensures all documentation is on Sentral.
- **LONG:** School Counsellor Report to be completed and to Principal prior to RSM

Prior to Return from Suspension Meeting:

- Executive appointed to develop/adapt and advise Principal of plans for student re-entry to school

Return from Suspension Meeting conducted with Principal or Delegate

- Student and parent/carer attend and discuss displayed behaviours
- Discussion and agreement around applicable BMP, AMP, Health Care plans conducted
- Principal or Delegate determines if resolution complete and student returns to classes/remains on suspension

ASHFORD CENTRAL SCHOOL - RETURN FROM SUSPENSION MEETING (Behaviour and Risk Management Plan)

Student: _____ DOB: _____ Year: _____

Date of Suspension: _____ Reason for Suspension: _____

Resolution Meeting Date: _____ Return from Suspension Date: _____

Meeting Participants: (Names and Titles) _____

Behaviour Identification	Level of Risk (H,M,L)	Context: Triggers/Causes/Purpose of behaviour When/where	Elimination or Control Measures	
			Action by Student/Parent	Strategies by School
Risk of Injury to self				
Risk of Injury to students:				
Risk to staff/community:				

I (the student) will at all times;

- Follow the school rules
- Complete all work to the best of my ability
- Follow all teacher instructions

My behaviour goals;

-
-
-

Risk Assessment Matrix				
How serious could the injury be?	How likely is it to be that serious			
	Very Likely	Likely	Unlikely	Very Unlikely
Death or permanent injury	1	1	2	3
Long term illness or injury	1	2	3	4
Medical attention & several days off	2	3	4	5
First aid needed	3	4	5	6

Severity – is how seriously a person could be harmed

Likelihood – is an estimate of how probable it is for the hazard to cause harm.

We the undersigned agree to and will abide by the above conditions for the above students return to school. Failure to comply could result in a suspension being reimposed.

Student's signature: _____ Date: _____

Parent/Caregiver's signature: _____ Date: _____

Observer's signature: _____ Date: _____

Principal's signature: _____ Date: _____

- Scanned to Suspension Incident on Sentral
- Copy to Student file Copies to class teacher/relevant staff

ACS Expectations:

1. Safety
2. Teamwork
3. Achievement
4. Respect

ACS Behaviour Management Plan

Date: _____ Student: _____

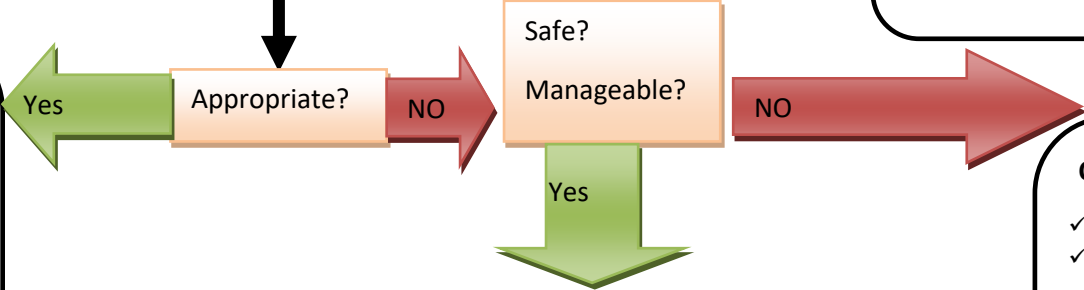
Class: _____

Restitution Plan

- ✓ Student/Teacher Reflection
- ✓ Apology to Specific Student/Adult
- ✓ Replace Broken/Stolen Item
- ✓ Complete Missed Work

Acknowledgement Plan

- Praise/Encouragement (Verbal/Non-verbal/Written)
- Class Responsibilities (Messenger, Teacher's Helper)
- Inter-Class Responsibilities (Peer Tutoring)
- Token/Point/Star Systems (Individual/Group Goal-Setting)
- Public Display of Work (Classroom, Foyer,)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Free time, Certificates, Student-Choice Activities)
- Whole Class Rewards (Parties, Fun Days, Game time, Sport, Videos)
- Phone calls to Parents
- Sharing Work with Others (Principal, Other Classes)



Correction Plan

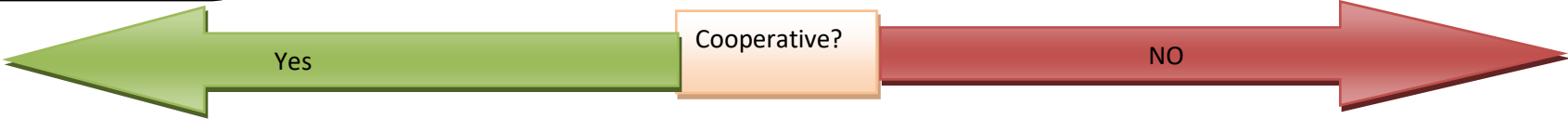
- ✓ Warning
- ✓ Rule Reminders
- ✓ Prompting (Verbal/Non-verbal)
- ✓ Teacher/Student, Teacher/ Parent Conferences
- ✓ Loss of Privileges
- ✓ Playground withdrawal
- ✓ In-class withdrawal
- ✓ Buddy Teacher/Class
- ✓ Restitution (apology/repair damage/complete work)
- ✓ Personal Signals/Consequences (Individual Plans)
- ✓ Modifying Environment/Work Demands/Social Interactions

Crisis Plan

- ✓ Contact/Phone Office
- ✓ Ensure student/class safety (Remove class if necessary)
- ✓ Executive Withdrawal of student (Class/playground)
- ✓ Parent Contact by Admin. (Talk to student on phone) (Supervise student) (Withdraw student for day)
- ✓ Parent to collect student
- ✓ Suspension
- ✓ Expulsion

Support Plan

Counsellor, SLSO, AEO, Teacher, Exec, Principal





Ashford Central School - Incident Statement:

Alleged Victim Alleged Perpetrator Witness: Student / Staff / Other

Incident Time: _____ Date: _____ Location: _____

Witnessed by: _____

What happened?

What was happening before the event? _____

What started things? _____

Then what happened? _____

Where were you when this happened? _____

When did an adult arrive? _____

What did they do?

Has this happened before, if so, when? _____

Anything else that can help we should know about? _____

Name (student) _____ Name (teacher/executive) _____