



YARLOOP PRIMARY SCHOOL

'Steaming from the Past Learning for the Future'

Behaviour Management Policy

2020- 2021

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YARLOOP PRIMARY SCHOOL

'Steaming from the Past Learning for the Future'

BEHAVIOUR MANAGEMENT POLICY 2020

Yarloop Primary School is a place where teaching and learning is the main focus and our aim is to develop and maintain a positive school environment that is safe for all who attend.

Our school ethos is based around solid values and virtues that are taught specifically through our Virtues Program. These values and virtues encourage an engaged and motivated school community.

Our Values and Virtues are:

1. The Golden Rule –“ Treat others the way you want to be treated” *RESPECT*
2. Do the right thing.- *RESPONSIBILITY*
3. Have a go- *PERSEVERENCE*
4. Be happy - *FRIENDLINESS*
5. Hands off- *TOLERANCE*

By encouraging our students to adopt these values and virtues we aim to:

- Create a safe, positive environment within the school so that teachers and students can work together.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Establish a set of rules that protects the rights of others.
- Establish a clear set of consequences for the individuals who do not accept their responsibilities and break rules, so they are encouraged to change their behaviour.
- Establish procedures so conflicts can be resolved in a positive non-violent manner.
- Celebrate those members of the school community whose good behaviour promotes a positive and caring school environment.

1.0 CODE OF BEHAVIOUR (Rules)

The school community has agreed that students must:

In The Classroom

- Follow Classroom Rules as set by the Classroom teachers and students

In the Playground

- Walk sensibly on the veranda and pathways.
- Place litter in bins provided.
- Be seated whilst eating until the bell sounds and wait to be dismissed.
- Play appropriately in the areas provided. (Not in the bush)
- Consider the safety of others when playing games.
- Do not throw sticks, stones, nuts or other items which may cause injury.
- Hands off rules to be observed by all students.

1.1 BEHAVIOUR MANAGEMENT IN THE CLASSROOM

Role of the Classroom Teacher

Teachers reduce the incidence of disruptive behaviour by:

- Providing lessons which are both relevant and interesting
- Selecting teaching and learning methods which are appropriate for the students.
- Establishing and teaching a few important rules.
- Identifying with student Inappropriate and Appropriate Behaviours. These may have to be explicitly taught and modelled.
- Consistently reinforcing the VIRTUES and the golden Rules.
- Establishing and maintaining good relationships and classroom atmosphere.
- Encouraging those students who are working well.
- Setting an example to students by their own behaviour.

1.2 GOOD STANDING

- All students commence with and retain good standing while exhibiting behaviours that align with the school's values and beliefs as articulated in the school's behaviour plan.

LOSS OF GOOD STANDING

- Loss of good standing occurs after a suspension or series of behaviours that are not aligned with the school student behaviour plan. These behaviours must include, but are not limited to:
 - starting a fight
 - making physical contact with the intention to harm another student or staff member
 - videoing a fight in the grounds of the school or off-site where there is reasonable nexus between the incident and the school, with the intention of publishing on social media.
- Students who breach the school student behaviour plan will have privileges removed such as being banned from school social activities.
- This should involve a discussion with the student and/or their parent/carer to highlight the issues that led to the loss of good standing.

RE-INSTATE GOOD STANDING

- Implementation of a restorative and educative return to school process to re-establish positive behaviour.
- Develop a re-entry and/or individual behaviour plan focusing on the identified areas for improvement citing strategies, milestones and desired outcomes.
- Re-instate a student's good standing after such period as decided by the principal.

1.3 CLASSROOM MBiS PROCEDURE – IN DETAIL

Teachers are expected to follow the steps and procedures contained in this policy. Only in extreme incidences should a teacher skip any of the stages.

Step 1 Positive Classroom Environment

- The essential foundation of the MBiS programme is establishing and maintaining a classroom environment in which the students and teacher feel comfortable and work to learn and succeed.
- Class agreements and consequences are established and understood by the class.
- Positive feedback to students when they are displaying appropriate behaviour.

Step 2 Make the right Choice

- If Student chooses to ignore the Low Key prompts and doesn't follow instructions from the teacher, or causes disruption to teaching and learning, their name will be moved onto 1,2,3 Magic chart. Teacher re-directs & walk away. If they comply then keep on teaching class...no further consequence. Acknowledge positive choice. (e.g. Dojo point)

Step3

- . If Student chooses not to comply then move name again to a 2

Step 4

- If Student chooses not to cooperate then move their name to a 3 Timeout. Teacher places student into timeout location directly.
- If student chooses not to comply continue counting to 2nd level Buddy class. If continuation of non-compliance keep counting to 3rd level Principal intervention.

Step 5

- If Student chooses not to comply then send for admin.
- If they comply then they can return to class for a fresh start **after an hour**, this includes any break times. **include in this time a reflection of behaviour & completion of incomplete work from classroom.*
- **On return from step 5 welcome student back and begin again at step 1.**

Step 6

- . If Student chooses not to comply with Admin provide choice- 'You can come to admin or be suspended and I'll ring mum/dad, what's your choice?'
- Follow through with *suspension* if non-compliance continues
- Student may be suspended from school for any one period for up to ten days as per education regulation.
- Under extreme circumstances, a student may face this consequence as a result of gross anti-social behaviour, or behaviour which threatens the

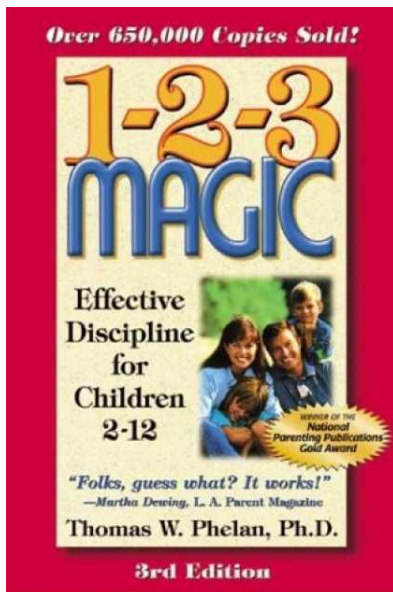
stability of the school's normal functioning, without the preceding stages having been followed at the discretion of the Principal. (Fast track)

- A case conference to be held with the parent, principal, class teacher and school psychologist (if necessary).
- Continued assistance to be sought from the school psychologist or chaplain in support of the student.
- Meeting with parent, principal and student to be held before re-entry into school. An Individual Behaviour Management Plan to be established.

Permanent Exclusion

- Should all avenues of assistance have failed to assist the child, the family and the school to reach an acceptable solution it would be recommended that the child not be permitted to return to school.
- Full documentation of the school's efforts to effect behaviour modification will be submitted to the District Director of Education in support of such recommendation.

1.4 Our Behaviour Strategy Program - 1-2-3 Magic



MANAGING BEHAVIOUR

When we look at the way in which behaviour's can be managed we can think of it in the sense of a Pyramid. The higher up the pyramid we go the less of that particular action we should be doing.

Consequential
Interventions

Management of
Circumstances

Knowledge that
there are some limits

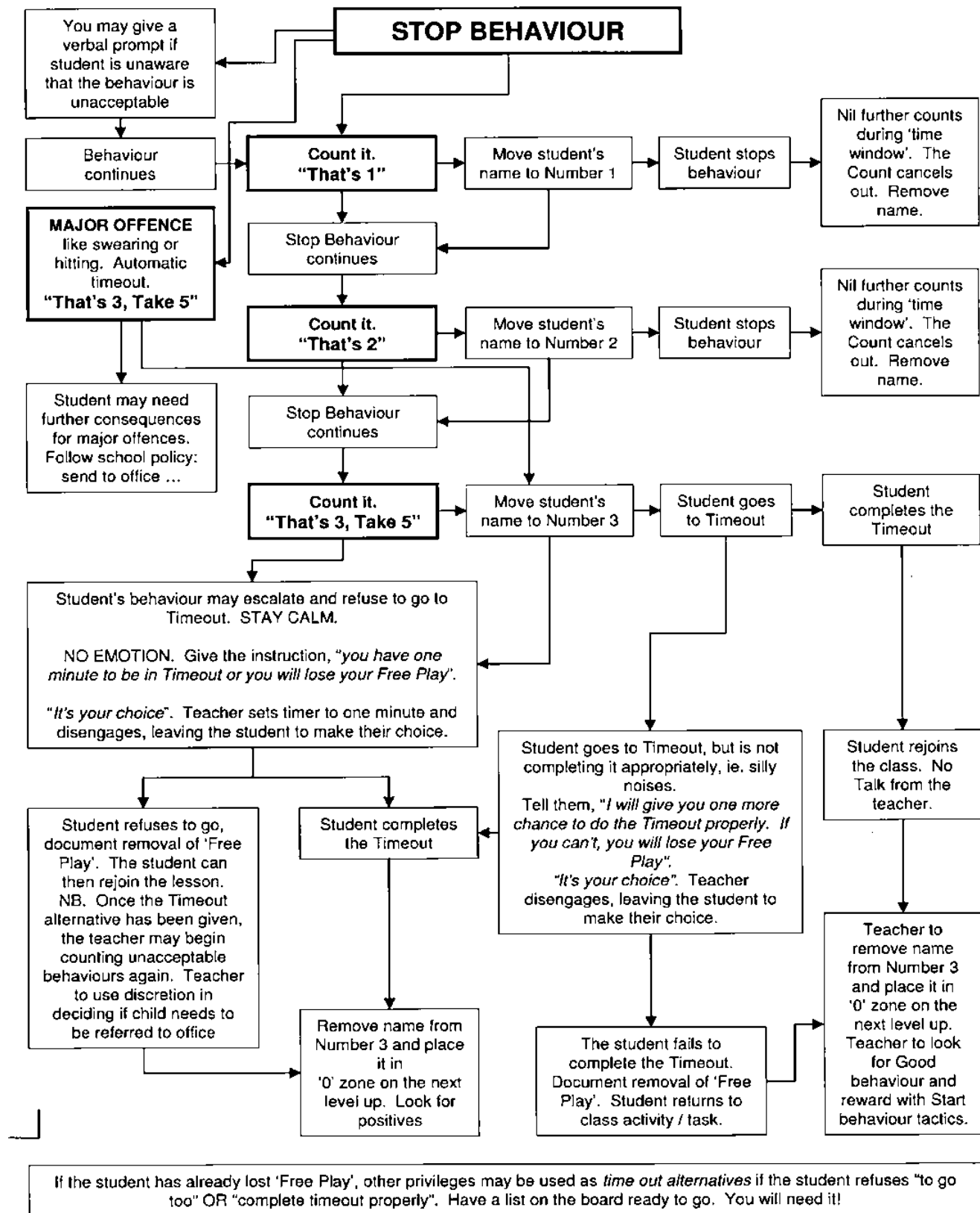
LOTS OF POSITIVES

One way at looking at misbehaviour is this: "Difficult Behaviour is an emotional reaction gone awry. Most times being able to deal with frustration is being able to successfully 'hold it' without letting the emotion overcome you. A child with big behaviour problems often doesn't have a capacity to 'hold it' very well or know how to 'pull back' or something in their psyche might be setting them off". (Phelan, 2004)

One way in which we can provide a simple explanation of the **1-2-3 Magic** program is via a simple flow chart:

Flowchart

123 Magic for Teachers. ©2007 Behaviour Tonics



1.5 BEHAVIOUR MANAGEMENT IN THE PLAYGROUND

The school playground rules that are related to the Virtues program are placed in visible locations around the school grounds.

Positive Consequences

- Students are encouraged to follow the school virtues and are rewarded with a heart token to place in the prize box in the office. Hearts are drawn out at Assemblies and students receive a prize.
- Letters of Commendation for outstanding behaviour are also sent home for commendable behaviour both in and out of the classroom.
- Additional positive consequences to be included at the discretion of the staff.

Negative Consequences

Should inappropriate behaviour be observed, the duty teacher will manage the incident accordingly Following the Making Positive Choices Flow Chart.

For severe cases, fast track to Principal.

Teachers will ensure that the class teacher is notified of any time-outs that occurred during the break which will then mean a student moves up a level on the classroom time-out chart.

Teachers are to record behaviours and “counts” in the Duty File.

1.6 FASTRACK (Classroom or School Playground)

The consequence of the following behaviours is immediate referral to the principal or the Principal's representative by either:

- Taking the student
 - Sending the student
 - Sending a message with another student or staff member
- 1) Insolent and/or rude behaviour directed at a staff or community member.
 - 2) Fighting, Bullying or Constant Harassment (Teasing).
 - 3) Vandalism.
 - 4) Leaving the school grounds without permission.

Role of the Teacher

- Inform the Principal of the incident/behaviour

Role of the Principal

- Take appropriate action unless investigations prove otherwise.
- Record all incidents and the action taken.
- Provide staff with advice and assistance for limiting the occurrence of such incidents.
- Display FASTRACK rules.

Should a student receive 3 In School Withdrawal's in any one term, they will be excluded from any school incursions and excursions in that term. A case conference between the teacher, principal, parent and student will be arranged to determine an appropriate action plan to improve/modify behaviour.

1.7 STUDENT MOBILE PHONES IN SCHOOLS

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

It is important to note that it is not a requirement at Yarloop PS for students to have a mobile phone at school.

We recognise that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. This policy details the conditions under which mobile phones are permitted at Yarloop Primary School.

- The use of mobile phones for all students will be banned from the time they arrive at school to the conclusion of the school day. This includes before school and at break times. Students are not permitted to have mobile phones in their possession during the school day.

Exemptions to this ban include where a student requires a mobile phone:

- to monitor a health condition as part of a school approved documented health care plan; or
- under the direct instruction of a teacher for educational purposes; or with permission of a teacher for a specified purpose.
- Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.
- While at Yarloop PS students are the responsibility of the school. All communication between parents and students, during school hours, should occur via the school's administration.

Students who do not comply with this policy will have their mobile phone confiscated and held at the administration office. The parent/carer will be informed and requested to collect the mobile phone at their earliest convenience.

1.8 WEAPONS IN SCHOOL

Under the Weapons Act 1999 “it is an offence to carry or possess a weapon; purchase; sell or supply a weapon; and/or manufacture a weapon.”

Incidents involving weapons will be considered as a serious breach of discipline and students suspended from school immediately as per the school Education Regulations 2000 43 (1{b}).

Principal or office staff will notify the police immediately.

Classrooms will be locked down in case of imminent danger and will remain this way until notified to stand down.

Principal must enter the incident on the department’s incident notification system.

1.9 STRATEGIES TO RESPOND TO DIVERSITY AND DIFFERENCE IN THE SCHOOL COMMUNITY

The beliefs and values we espouse result in teachers modifying their management strategies according to the needs and learning styles of students. Specific strategies we employ include IEP’s including behavioural and effective components. Students with known problematic behaviours have individual behaviour plans (IBP’s) drawn up collaboratively between the Classroom Teacher and the Principal to be implemented consistently by all staff.

1.10 INDIVIDUALISED BEHAVIOUR PLANS (IBP)

We will often need to call in senior staff, parents or other support personnel to support us in the on-going management of long-term disruptions. It is at this point that we develop a plan with the student to contract for appropriate behaviour. The teacher will offer appropriate support for the utilisation of mutually agreed plan.

Pastoral care teams and administrative staff exist to support the teacher to manage the learning needs of the students. They cannot take responsibility for the issues that emerge between teachers and students. They can support teachers to manage those issues more effectively. Their function is to:

- Problem solve with teachers as to how they might manage a student.
- Support teachers as they build positive relationships with students.
- Provide flexibility for staff working with difficult students, to interchange roles with other staff as required.

Individualised behaviour plans are to be established for students with problematic behaviours. In this school we:

- Have plans for managing passive, inappropriate and aggressive behaviours.
- Develop a plan for students as or when it becomes evident our usual strategies are not working for an individual.
- Involve all relevant people and agencies.

Making the Positive Choice

BMP FOR ALL STAFF

Behaviour: PBS Tier 1 behaviours

1, 2, 3 Magic: Reset students at recess and lunch.

Step 1. Student comes to class, follows instructions and avoids disrupting the teaching and learning, there is no problem.
Use prompt, re-direct, re-teach responses
Thank, acknowledge their positive choice. *Verbal & /Tangible. (Dojo)*

Step 2. If Student chooses to ignore the Low Key prompts and doesn't follow instructions from the teacher, or causes disruption to teaching and learning, their name will be moved onto 1,2,3 Magic chart.
Teacher re-directs & walk away. If they comply then keep on teaching class...no further consequence. Acknowledge positive choice. (e.g. Dojo point)

Step 3. If Student chooses not to comply then move name again to a 2.

Step 4. If Student chooses not to cooperate then move their name to a 3 Timeout. Teacher places student into timeout location directly.
If student chooses not to comply continue counting to 2nd level Buddy class. If continuation of non-compliance keep counting to 3rd level Principal intervention.

Step 5. If Student chooses not to comply then send for admin. If they comply then they can return to class for a fresh start **after an hour**, this includes any break times. **include in this time a reflection of behavior & completion of incomplete work from classroom*

Step 6. If Student chooses not to comply with Admin provide choice- 'You can come to admin or be *suspended* and I'll ring mum/dad, what's your choice?'
Follow through with *suspension* if non-compliance continues.

On return from step 5 welcome student back and begin again at step 1. If suspension occurs staff, admin, parents and student have a restorative meeting upon morning of return.

FAST TRACK BEHAVIOUR(S)

See 1,2,3 Magic Fast track behaviours
(to be located on shared drive and shared to all staff)

1.12 BULLYING PREVENTION POLICY

A safe environment for all

This school believes that the working environment for students and staff should be safe and free from violence, harassment and bullying of any kind.

Our safe working environment is outlined in our statements of an individual's rights. Bullying violence and harassment are not tolerated because they infringe our fundamental rights to safety and fair treatment. Bullying refers to wilful conscious desire to hurt, threaten or frighten. It can be physical or verbal in nature and is ongoing. It gives power through another's pain, fear and humiliation.

This school will not tolerate such behaviour in any circumstances, and with the collaborative support of the whole of its community has developed the following action plan.

Support for victims

Victims are encouraged to report to members of staff and/or parents, all incidents of bullying, violence and harassment. The school will do something about it. Both parties will be counselled separately and caregiver(s) notified of the outcome(s). A request will be made for the caregiver(s) support and understanding. The year teacher involved will oversee the reparation process over a period of time. Parents (Guardians) of both the victim and perpetrator(s) will be requested to meet with their children in a face to face moderated meeting – should the Principal deem this situation as suitable.

Parent Support

The school will

- request that parents co-operate with the year teacher in any reparation process;
- involve professional help, where necessary; and
- have information and education nights for parents if needed.

Prevention Programs

The school will ensure that perpetrators are:

- confronted by evidence;
- assisted to develop a personal action plan of non-aggression;
- given non-violent sanctions;
- the subject of regular behavioural review; and
- encouraged to change behaviour through a variety of means (role play, counselling...) and positive affirmation
- Use of school psychologist to present prevention programs.

In addition the school will encourage structured activities in well organised play to ensure a positive playground environment.

Positive practices among staff

Staff at Yarloop Primary School will model and actively reinforce appropriate behaviour.

Involve students in peer mediation

In collaboration and consultation with the school community, senior students will be trained in non-aggressive conflict resolution skills. They will be trained to work in pairs with ongoing supervision, in order to:

- foster a problem solving climate;
- engender peaceful resolution processes; and
- improve leadership skills in senior students.

1.13 Rights and Responsibilities

Students have a right to: <ul style="list-style-type: none"> • <i>Interact with others in an atmosphere free from harassment and bullying.</i> • Learn in a purposeful and supportive environment. • Work and play in a safe, secure, friendly and clean environment. • Respect, courtesy and honesty. • Equal treatment regardless of status, race, gender or physical ability. 	Students have a responsibility to: <ul style="list-style-type: none"> • <i>Ensure that their behaviour does not intimidate others.</i> • Ensure that their behaviour is not disruptive to the learning of others. • Ensure that the learning environment is kept neat, tidy and safe. • Ensure that they are punctual, polite and prepared. • Behave in a way that protects the rights, safety and well-being of others.
Staff have a right to: <ul style="list-style-type: none"> • <i>Work in a safe environment free from harassment and bullying.</i> • Respect, courtesy and honesty. • Teach in a safe, secure and clean environment. • Teach in a purposeful and non-disruptive environment. • Cooperation and support from parents in matters relating to their children's education. 	Staff have a responsibility to: <ul style="list-style-type: none"> • <i>Be vigilant about bullying.</i> • Make students and parents aware of these policies. • Model respectful, courteous and honest behaviour. • Ensure that the learning environment is kept neat, tidy and safe. • Establish positive relationships with students, staff and parents. • Ensure good organisation and planning. • Report students' progress to parents.
Parents have a right to: <ul style="list-style-type: none"> • <i>Expect that bullying will be countered and dealt with.</i> • Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. • Be informed of their child's progress. • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education. • Cooperation and support from teachers in matters relating to their child's education. 	Parents have a responsibility to: <ul style="list-style-type: none"> • <i>Inform the school about bullying when appropriate.</i> • Ensure that their child attends school regularly and punctually. • Ensure that the physical and emotional condition of their child is appropriate for effective learning. • Ensure that their child is provided with the correct materials to make effective use of the learning environment • Support the school in providing an appropriate education for their children.

Role of Staff

Principal should:

- Provide a link between parents and staff.
- Support staff with behaviour development and management.
- Ensure consistency in the implementation and maintenance of the Behaviour Management Procedures throughout the school.
- Facilitate parent/teacher/child conferencing if requested.
- Design and assist with programs for individual children with behavioural problems.
- Provide relief teachers with guidelines to the procedures of the Behaviour Management Plan. (To be given to them.)
- To ensure monitoring of the Behaviour Management Plan.

Staff should:

- Have clear statements of whole school rules and the consequences of their infringement.
- Set consistent and achievable standards.
- Promote a positive working environment. Give consideration to student seating and classroom arrangements.
- Prepare each learning session thoroughly. They must:
 - know what they wish to achieve;
 - know their content;
 - have prepared the necessary resources;
 - be punctual.
- During the lessons:
 - give clear instructions;
 - teach at the students' level;
 - choose carefully the time for the lesson;
 - use motivation techniques;
 - cater for a variety of interests; and
 - be flexible and adaptable in approach.
- Use positive reinforcement for appropriate behaviour. Note that:
 - Positive incentives must be earned rather than just given;
 - Verbal encouragement should be the most used incentive;
 - A variety of positive incentives should be used – change the incentives regularly to maintain enthusiasm;
 - Desired behaviour should be rewarded; and every child should be given the opportunity to earn and receive acknowledgement of their worth.
- Be alert to disruptive students and prepare to use the school behaviour plan to combat inappropriate behaviour.

Code of conduct- All Staff, Students & Parents

Staff

- Will model respectful, courteous and honest behaviour.
- Ensure they assist in maintaining a safe, clean and healthy environment.
- Establish and maintain positive relationships with students.
- Ensure good planning and organisation in their teaching.
- Provide parents with timely and appropriate information.
- Be actively involved in any case conferences required.

Parents

- Reinforce positive behaviour.
- Communicate any concerns initially to the teacher and then the Principal.
- Be involved in case conferences to resolve issues of concern.
- Arrange an appropriate time to speak to staff.
- Parents visiting the school must go through the front office.

Students

- Abide by classroom and playground rules.
- Follow teacher directions.
- Accept consequences for breach of rules and endeavour to change undesirable behaviours.



YARLOOP PRIMARY SCHOOL

'Steaming from the Past Learning for the Future'

Notification of Timeout

Date: _____

Dear _____

Today _____ received three timeouts or was fastracked due to inappropriate behaviour and was placed in Time out.

This consequence is a part of our school's Behaviour Management Plan and is the result of recurring inappropriate behaviour.

This letter is to inform you of the situation.

Please feel free to contact the school to make an appointment if you wish to discuss this matter further.

Yours sincerely

Class Teacher

PARENT REPLY FORM

Dear _____

I acknowledge receipt of the letter indicating that _____ has been displaying inappropriate behaviour in the classroom.

_____ I wish to make an appointment to discuss the matter as soon as possible.

_____ I do not wish to make an appointment at this stage.

Signed - Parent/Guardian

Date

Signed - Student

Date



YARLOOP PRIMARY SCHOOL

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Timeout Think Sheet (Junior)

Name: _____ Rm: _____ Date: _____

Class Teacher: _____

What did I do?

Why did I do this?

What will I do next time?

My apology to my class and teacher



Timeout Think Sheet (senior)

Name: _____ Rm: _____ Date: _____

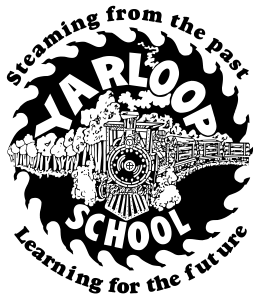
Class Teacher: _____

What did I do?

Why did I do this?

What will I do next time?

My apology to my class and teacher



APPENDIX F
YARLOOP PRIMARY SCHOOL

'Steaming from the Past Learning for the Future'

Mark Gledhill
Principal

22 School Road
YARLOOP WA 6218
PH: (08) 9782 7050

LETTER OF CONCERN

Early Notification of Behavioural Concerns

STUDENT: _____ CLASS: _____ DATE: _____

SUBJECT: _____ TEACHER: _____

Dear _____

I would like to bring to your attention my concern that your child's behaviour has been less than satisfactory, which has been affecting student learning and other students in the school.

The areas of concern are:

- ☐ Persistently disruptive.
- ☐ Insolent/disrespectful
- ☐ Talking continuously.
- ☐ Interfering with property or person.

Other comments:

We believe that it is important that you should be made aware of these concerns and take appropriate action to encourage your child to improve his/her behaviour. A continuation of the current situation could result in a time-out or even suspension.

If you would like to discuss the matter further, please contact the school on 9782750 and make an appointment.

Yours faithfully

TEACHER NAME _____ SIGNATURE _____

PRINCIPAL _____ SIGNATURE _____

----- ✂ -----

Acknowledgment slip **RE: Student Name** _____

To: _____ (Teacher)

I have received your communication regarding _____'s unsatisfactory performance.

SIGNATURES PARENT: _____ DATE: _____

STUDENT: _____ DATE: _____



APPENDIX G
YARLOOP PRIMARY SCHOOL
'Steaming from the Past Learning for the Future'

Mark Gledhill
Principal

22 School Road
YARLOOP WA 6218
PH: (08) 97827050

LETTER OF COMMENDATION

STUDENT: _____ CLASS: _____ DATE: _____

SUBJECT: _____ TEACHER : _____

Dear _____

Your Child _____ deserves to be acknowledged for their performance at school. Rather than wait for a report or a parent night, we want to let you know now so that you can add your praise where it has been earned.

The area (s) in which you son/daughter deserves praise are listed below.

- | | |
|---|---|
| <input type="checkbox"/> Demonstrating a positive attitude towards learning | <input type="checkbox"/> Showing initiative |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Demonstrating a concern and respect for others |
| <input type="checkbox"/> Maintaining consistently high standards of work | <input type="checkbox"/> Willingly help others |
| <input type="checkbox"/> Working to the best of his/her ability | <input type="checkbox"/> Setting a good example to others |
| <input type="checkbox"/> Participating well in an activity/activities | <input type="checkbox"/> Improvement in class/homework |

Other comments:

PRINCIPAL

SIGNATURE OF TEACHER

----- ✂ -----

Acknowledgment slip RE: Student Name _____

To: _____ (Teacher)

Thank you for letting me know about _____'s commendable performance.

Signatures: PARENT: _____ STUDENT: _____ DATE: _____



APPENDIX H
YARLOOP PRIMARY SCHOOL
'Steaming from the Past Learning for the Future'



Notification of In School Withdrawal

Date: _____

Dear _____

Your child _____ has not respected the rights outlined in the School's Behaviour Management Policy.

The offence has occurred as a result of:

- ☐ Breaking class rules repeatedly during one day.
- ☐ Breaking playground rules repeatedly during one day.
- ☐ FASTRACK- Immediate referral to the Principal for more serious offences
 - ☐ 1. Insolent and/or rude behavior directed at a staff or community member.
 - ☐ 2. Fighting, bullying or harassment.
 - ☐ 3. Blatant disobedience of a direct instruction from a teacher.
 - ☐ 4. Vandalism.
 - ☐ 5. Leaving the school grounds without permission
 - ☐ 6. Other

Referring Teacher: _____

Incident details: _____

As a result of your child's behavior I have taken the following action: (please include dates)

.....

ACKNOWLEDGEMENT

Dear _____

RE: _____ (child's name)

I acknowledge receipt of the letter concerning the behavior of my child.

_____ I wish to make an appointment to discuss the matter as soon as possible.

_____ I do not wish to make an appointment at this stage.

Signed - Parent/Guardian

Date
