Flemington Primary School

POLICY FOLDER
Student Engagement & Wellbeing Policy

1. RATIONALE
The social, emotional and physical wellbeing of students is pivotal to their success at school and in their future lives. Flemington Primary School endeavours to provide a safe, healthy, supportive and secure environment for all students, to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student and school connectedness, and to increase coping skills.

Flemington Primary School is a place where positive relationships are built within a supportive environment that is fair, consistent and democratic. This approach focuses on recognizing the harm that has been caused to others by inappropriate behaviour and provides an opportunity to repair that harm. This approach is also applied to incidents of serious harm.

Everyone affected, including families, are provided with the opportunity to talk about what has happened, how they have been affected by it and what they want to happen to repair the harm that has been caused. This approach focuses on relationships and people, over and above the need for assigning blame and dispensing punitive punishment.

Our School Values and Code of Conduct are:
- Be Your Best!
- Be safe
- Be Kind
- Be Respectful
- Be Ready to Learn

During 2014 the Student Leaders and Student Representative Council in consultation with teachers, parents and students, developed our Code of Conduct. This Code of Conduct forms an integral part of daily school life, and is referred to by all teachers within the class context and also within the yard. Values Education is included within Personal Learning, and is aimed at addressing issues of wellbeing, getting along and other pro-social behaviours.

2. RIGHTS AND RESPONSIBILITIES
2.1 Guiding principles
Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. All students have the right to learn and all teachers have the bright to teach.

2.2 Equal Opportunity
The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their
religious or political convictions, their impairments or their age.

2.3 The Charter of Human Rights and Responsibilities Act 2006
The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

It is important to understand that with human rights comes a responsibility to respect other human rights. All DEET employees must act in accordance with the Charter and give proper consideration to human rights when making decisions.

Everyone should:
- Encourage compliance with the Charter
- Support others to act in compliance with the Charter, and
- Respect and promote human rights

2.4 Students with disabilities
The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act (DDA) 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:
- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.
The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider if the student participates.
- The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

2.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber-bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyber-bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- Defamation

Cyber-bullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying may include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects
If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person.

However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully. Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**
Include:
- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another’s sexual activity.
- Persistent comments about a person’s private life or family.
- Physical contact e.g. purposely brushing up against another’s body.
- Offensive name calling.

**Explicit: (obvious)**
Include:
- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material – pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as:**
- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from a group
- taking or breaking a person’s property
- knocking a person’s books or belongings out of their hands or off their desk
- teasing a person because of their looks

**Cyberbullying**
Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:
- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:
- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'.

At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:
- Tell the person you don’t like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.
- Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Students have a right to:  
- Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition  
- Participate fully in the school’s educational program | Students have a responsibility to:  
- Participate fully in the school’s educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.  
- Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.  
- As students’ progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. |

Rights and Responsibilities of Parents/Carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged | Parents/carers have a responsibility to Promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modelling positive behaviours.  
- Ensure their child’s regular attendance.  
- Engage in regular and constructive communication with school staff regarding their child’s learning.  
- Support the school in maintaining a safe and respectful learning environment for all students. |
### Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to:</td>
</tr>
<tr>
<td>• Expect that they will be able to teach in an orderly and cooperative environment</td>
<td>• Fairly, reasonably and consistently, implement the engagement policy.</td>
</tr>
<tr>
<td>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</td>
<td>• Know how students learn and how to teach them effectively.</td>
</tr>
<tr>
<td></td>
<td>• Know the content they teach.</td>
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<td>• Know their students.</td>
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<td>• Plan and assess for effective learning.</td>
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<td></td>
<td>• Create and maintain safe and challenging learning environments.</td>
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<td></td>
<td>• Use a range of teaching strategies and resources to engage students in effective learning.</td>
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</table>

#### 2.6 Shared Expectations

Effective schools share high expectations for the whole-school community.

Shared expectations are:

**Schools – principals, teachers and school staff**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

**Diversity in the school community**

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.
3. SCHOOL ACTIONS AND CONSEQUENCES
Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making providing physical environments conducive to positive behaviours and effective engagement in learning

**Behavioural approaches**
Flemington Primary School will develop consistent, caring and positively focused behavioural approaches as highlighted in the DEECD Student Code of Conduct by:

- Establishing shared statements of rights, responsibilities and acceptable behaviour
- Recognising bullying, harassment, discrimination and violence when they occur and responding quickly and appropriately
- Modelling, teaching and reinforcing socially constructive behaviour
- Adopting Statewide Positive Behaviours in Schools model.

**Individual approaches**
Additional assistance to support individuals or groups who are perpetuating bullying or harassment or who are targets, will include:

- Encouraging a range of positive social relationships through supported skills training, practice and networks within and beyond the peer group and school
- Resolving specific personal and interpersonal issues, for example, through mediation and problem solving, counselling, protective behaviour and the management of emotions
- Providing additional assistance to understand and influence the beliefs that perpetuate discriminatory behaviour in school and community life

**Logical consequences**
A key component of the school’s program is teaching about and using *logical consequences* to address behavioural problems. A logical consequence is based on goodwill and not retaliation. It is concerned with present and future behaviour and differs from punishment in that logical consequences are:

- Related to the behaviour
- Respectful to all parties
- Reasonable expectations
- Relationship-building

**Ongoing Behaviour of a more serious nature** will involve the use of a range of strategies which may include discussing the behaviour problem with the student and reaching an agreement for future behaviour Monitoring and providing feedback to students on their behaviour

- Allowing the student a “cooling off” period using a non-judgemental approach
• Providing counselling and training sessions for individuals to modify inappropriate behaviour
• Involving parents/caregivers to assist with modifying behaviour
• Seeking support and guidance from relevant departments and agencies
• Implementing procedures set out in DEET guidelines which incorporate Discipline Procedures 1994 and Ministerial Order No. 1, Discipline of Students

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, in accordance with the school’s Code of Conduct and the DET guidelines. The Staged Response and Behaviour Triangle are displayed in every classroom and identify actions taken for behaviours.

The consequences for eLearning, ICT Code of Conduct and Acceptable Use breaches are clearly articulated and these agreements signed by parents, students and teachers at the commencement of each year.

Through the school involvement in the Statewide Positive Behaviours in Schools project, we have developed a Matrix of values linked to the School Values with a staged response to behaviours.

This matrix was developed in conjunction with teachers, students, School Council and parents and the behaviour management procedures are communicated regularly through the school newsletter and on the website.

4. LINKS AND APPENDICES:


FPS Acceptable Use Agreement and ICT Code of Conduct
FPS Values
FPS SWPBS Matrix
FPS Equal Opportunity Policy
FPS Student Behaviour Management Staged Response proforma

5. COMMUNICATION and EVALUATION

A copy of this policy and the associated planning documents will be provided to all staff at the beginning of the year.

The Student Engagement and Wellbeing Policy, and the associated School Values and Codes of Conduct, will be widely promoted to all students, staff, parents/carers during Term One each year.

This policy will be revised annually and modified as in response to SWPBS and student needs. The policy will be ratified by school council after any changes or as part of the triennial cycle of policy review.

This policy was ratified by School Council on 27th April 2015.
Acceptable User Agreement

This agreement is to be signed by the student and parent.

When I use technology, both at school and at home I have responsibilities and rules to follow. I agree to:

- be a safe user whenever and wherever I use that technology.
- be responsible whenever and wherever I use technology and support others by being respectful in how I talk to and work with them and never write or participate in online bullying. This includes not forwarding messages and not supporting others in harmful, inappropriate or hurtful online behaviour.
- report to an adult if I feel unsafe or uncomfortable online or see a friend being unsafe or being made to feel uncomfortable by others.

When at school I agree to:

- behave in a way outlined in the schools’ Code of Conduct when online or using mobile technology.
- keep myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password.
- use an ‘online name’ and avatar when sharing my work online.
- use the technology at school for learning, use the equipment properly and not interfere with the work or data of another student.
- not bring or download unauthorized applications or files.
- not go looking for rude or offensive sites.
- remember that the content on the web is someone’s property and ask my teacher/parent to help me get permission if I want to use information or pictures.
- think carefully about what I read on the Internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer).
- talk to my teacher or another adult if:
  - I need help online
  - I am not sure what I should be doing on the internet
  - I come across sites which are not suitable
  - someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private
  - I feel that the welfare of other students at the school are being threatened

If I use my mobile phone, iPod or other mobile device at school I agree to:

- use it as requested for learning purposes as directed by my teacher
- be responsible in my use and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else

When using my cameras or my mobile device as a camera I will:

- only take photos and record sound or video when it is part of a class or lesson
- seek permission from individuals involved PRIOR to taking photos, recording sound or videoing them (including teachers)
- check provision of written permission from individuals involved PRIOR to publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in how I talk to and work with others online and never write or participate in online bullying
• seek teacher permission before uploading any content to websites, blog etc

This Acceptable Use Policy for Mobile Devices also applies to students during school excursions, camps and extra-curricula activities.

I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be removed or renegotiated if I do not act responsibly.

Student Name: ...........................................  Student

Signature:...............................................

Parent Permission

I agree to allow my child to use the Internet at school. I have discussed the scenarios, potential problems and responsible use of the Internet with him/her.

I will contact the school if there is anything here that I do not understand. If there is a situation which concerns me, I will contact either the school or ACMA Australia's Internet safety advisory body on 1800 880 176.

Parent/Guardian Signature: .................................................. Date: ..................................................
FLEMINGTON PRIMARY SCHOOL
ICT Code of Conduct

At Flemington Primary School we use Information and Communications Technology (ICT) for:

- Research: to find information
- Communication: to send and receive information and to ask questions
- Collaboration: to share ideas and present work

In order to ensure safe, purposeful teaching and learning with technology we require all students and parents to agree to and sign the following.

**Care and Use of Equipment:**

☐ I will care for and look after all ICT equipment.
☐ I will always keep food and drink away from the ICT equipment
☒ I will not add any software or apps without permission
☐ I will be responsible for all damage or loss caused by neglect or abuse
☐ I will not damage or interfere with another person’s iPad.

**Work Habits:**

☐ I will follow all teacher’s / technician’s instructions when using ICT equipment and when accessing the Internet
☐ I will make sure that every email I send is appropriately respectful
☐ I will only submit my own work
☐ I will not change or open other people’s work or passwords
☐ I will not use the school’s network to download applications, images, videos, sound files or any other files other than those used for my school work.
☐ I will not play games on my iPad while at school. (Students found playing games during lessons will have both the game and associated data deleted from their device).
Personal Safety:

I will tell a teacher immediately, if:

- I find or see anything that makes me feel bad or uncomfortable
- I receive an email that has inappropriate language or items
- I receive inappropriate messages from my peers.
- I will not give out my own or anyone else’s name, address, phone number, passwords or contact details.
- I will report any issues or instances of cyber bullying.
- I will not use my iPad on the school grounds before 9am or between 3.30 and 3.45pm.

Student Agreement:

I have read and discussed the “ICT Code of Conduct” with my parents and teachers and agree to follow all of the rules and guidelines in this agreement. I realize that if I do not follow these rules I will lose the privilege of using ICT equipment at Flemington Primary School.

Student’s Name: ______________________________ Date: ______________________________

Student’s Signature: ______________________________
Technology Use @ Home

The following agreement is important. It establishes boundaries around the acceptable use of iPads and other technology devices in your home (such as desktop computers, iPods etc.). Young people like to engage with and communicate through technology and while there are many benefits to this, it’s also important that such activities are not only safe, but are balanced with other non-technology pursuits (such as dinner table conversations, sports or hobbies). Our motto at school is:

“Anywhere, anytime...but not all the time”.

Feel free to tick off, delete or add to the following list and make sure that all members of the family sign it. All families are different, so this agreement needs to work for your family.

I agree that...

☐ I will only use and access age appropriate content and apps. These include discouraging access to e.g. Instagram 12+ and Facebook 13+.

☐ I will limit the amount of time I use technology to _____ minutes / hours per day on weekdays (unless I have specific school work to complete as directed by my teacher).

☐ I will limit the amount of time I use technology to _____ minutes / hours per day on weekends (unless I have specific school work to complete as directed by my teacher).

☐ I will make sure that the mobile technology devices in my home are kept in a safe place to charge overnight (away from bedrooms).

☐ I will use technology devices respectfully and safely.

☐ When using social media, I will only interact with people I know (and trust) in person and I will not provide personal information (such as my address, phone number, surname or school).
☐ I will not post information or images about/of other people without their knowledge and approval.

☐ I will limit use of the iPad before bed. (Research has shown that using an electronic device 1 hour before bed can affect sleep and brain development).

☐ I understand the consequences if I break any of the above rules.

Student’s Name:   Date:

Student’s Signature:
Thank you to all the families who returned their preferences for the new school values. After compiling these preferences, together with the staff and student responses, we have decided on four school values for 2015 which will sit along side our new school motto: **Be your Best.**

Our new school values are:

- Be kind
- Be safe
- Be respectful
- Be ready to learn

Staff agreed that it was important that our values were written in ‘child friendly’ language for every student, from Prep to Grade 6, to clearly understand, articulate and model each value.

Through a common language we hope that we can promote student understanding and knowledge of the values and develop the skills and dispositions of students so they can enact these particular values as individuals and as members of the wider community.

We encourage parents/caregivers to use this language at home to further instil our values in all students.

We have started to incorporate these values in our classrooms and across the school, however, more information on the values will become available early 2015.

Sarah Nightingale
Leading Teacher Curriculum & Innovation

Lesley McCarthy
Principal

23\textsuperscript{rd} October 2014
Be Kind, Amaan, Noqo xushman badan, Diyaar u noqo Baro

Be Kind, An Toàn, Hãy tôn trọng, Sẵn Sàng Để Tim hiểu

Be Kind, An Toàn, Hãy tôn trọng, Sẵn Sàng Để Tim hiểu

Jenis menjadi, Be Selamat, menghormati, Siap Untuk Belajar

Saygılı olun, Kind, Güvenli Be, öğrenin Hazır olun

Saygılı olun, Kind, Güvenli Be, öğrenin Hazır olun

Хүндээтэлтэй байх, ээлдээ, аюулгүй байж бай, сурахад бэлэн бай

有爱心，要安全，要尊重，要做好学习的准备
Behaviours not challenged are behaviours condoned.

If the behavior is inappropriate, everyone has the duty to challenge the behavior and report it to a teacher or the Principal.
## FLEMINGTON PRIMARY SCHOOL - SWPBS BEHAVIOUR MATRIX – DRAFT #1

<table>
<thead>
<tr>
<th>CONTEXT /SITUATION/ ACTIVITY</th>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Respectful</th>
<th>Be Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always</strong></td>
<td>Keep hands and feet to yourself Tell a teacher if something is unsafe Follow directions Walk safely</td>
<td>Take turns Use your manners Greet others Look after each other</td>
<td>Walk quietly Tell the truth Be friendly Accept differences Follow directions Use polite words Share</td>
<td>Encourage and support others Listen and participate Raise your hand and ask for help Have a go</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td>Ask permission to leave classroom Carry equipment safely Use furniture properly Follow class rules</td>
<td>Listen to others Respect others space Use polite words Use an inside voice.</td>
<td>Take turns Respect others space Treat yours and others property carefully Pick up rubbish</td>
<td>Be at school on time and attend school every day Give effort Keep trying(persistence) Try new things</td>
</tr>
<tr>
<td><strong>Teacher directed activities &amp; Independent work</strong></td>
<td>Listen to the instructions Make eye contact Take notes Work in your own space</td>
<td>Help others if they do not know what to do</td>
<td>Wait for the teacher to finish before asking questions Respect others space Use polite words</td>
<td>Whole Body Listening Concentrate On tasks Do your best work Speak in full sentences Be proud of your achievements.</td>
</tr>
<tr>
<td><strong>Transition between activities or Specialists</strong></td>
<td>Walk on the left Walk safely on the stairs Stop at the appropriate points or when asked Go directly to destination</td>
<td>Keep hands to yourself Keep voice quiet</td>
<td>Walk Be quiet when passing other rooms Go directly to destination</td>
<td>Move promptly to the next activity Go directly to destination</td>
</tr>
<tr>
<td><strong>Recess and Lunch times</strong></td>
<td>Play by the rules Be Sun Smart Wear shoes Stay in your own yard Use equipment correctly Tell the Yard duty teacher if something is unsafe</td>
<td>Respect others space and Property Use appropriate social behaviour Look out for each other</td>
<td>Share space and equipment Respond to the yard time music Invite others to join in Cooperate with others Put rubbish in the bin</td>
<td>Learn new games and activities Learn to solve problems</td>
</tr>
<tr>
<td><strong>Toilets</strong></td>
<td>Wash our hands with soap and water Allow for the privacy of others</td>
<td>Respect others space and Property. Toilets are not for laying games.</td>
<td>Clean up after yourself Use the toilets appropriately.</td>
<td>Return to class as soon as Possible Use the toilet before school and at break times.</td>
</tr>
</tbody>
</table>
Incident Report Form

Student Name: [Blank]  Date: [Blank]
Teacher: [Blank]  Grade: [Blank]

☐ Defiance  ☐ Aggression
☐ Physical Altercation  ☐ Continued Interruption
☐ Bullying  ☐ Refusal to complete work
☐ Inappropriate Language  ☐ Not following instructions

Supporting Detail:

Today I was sent to the WITHDRAWAL room because I wasn’t….
Being Ready to Learn  Being Kind  Being Safe  Being Respectful
This is what I did…

________________________________________________________
________________________________________________________
This made me feel…

I think other people felt…

I should have…

Student signature: ______________________________

Teacher/Principal Signature: ______________________________

Parent Signature: ______________________________

Please read, discuss with your child and return to school a.s.a.p. Thank you.
WHEEL OF CHOICE

When you have a problem, Try at least 2 of these ideas

STOP
Tell them to STOP!

SORRY
If you are wrong say Sorry

M.Y.O.B
Mind Your Own Business

Walk Away

Talk it out

ASK
OTHERS
FOR
HELP

12345678910
Count to ten to cool down
Calm down, Stay calm “CHILL”

Stop, think and do the right thing!
See a duty teacher if this doesn’t help

MAKE A COOL CHOICE
Flemington Primary School

Behaviour Consequences Pyramid

5. Time out in Team Leader’s room.
   Withdrawal at lunchtime.

4. Time out in another classroom.

3. Time out in classroom

2. Second Warning

1. Friendly reminder (First Warning)

6. Visit to Mrs. McCarthy or Ms. McOrist / Phone call to parents.