



STUDENT WELLBEING AND ENGAGEMENT POLICY

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

St. Kilda Park Primary school is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

St Kilda Park Primary School, founded in 1881, is an inner suburban bayside school. St Kilda is a diverse neighbourhood with the highest population density of any Victorian Municipality; extensive parkland with highly developed sporting facilities and active sports clubs; a busy commercial/retail/entertainment strip; and a number of welfare agencies. The proximity to Albert Park has enabled the school to encourage high levels of participation in sport/physical activity both within and outside school hours.

The current enrolment is 342 students. Our Foundation students are drawn from approximately 15 pre-schools. Our classes are organised to link with the Victorian Curriculum:

- Level 1 - Foundation
- Level 2 - Year 1 and Year 2
- Level 3 - Year 3 and Year 4
- Level 4 - Year 5 and Year 6

All staff members operate with a strong emphasis on collaborative planning to maximise consistency. The school's staffing profile consists of an aggregate of 20 equivalent full time positions of which 15 are classroom-teaching positions, 3 specialist teachers. There are also three Principal Class Officers, a Business Manager, and Administration Officer and five part-time Integration Aides.

2. School values, philosophy and vision

Our vision is to create a challenging learning community where students strive to be curious and creative thinkers. We build a progressive and nurturing culture underpinned by kindness, collaboration and inclusion.

There are four core values guide community life, teaching, and learning at St Kilda Park Primary School. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.

Resilience

Our school value of Resilience means persistence, courage, a growth mindset, staying positive, an understanding that struggle and mistakes are an important part of the learning process, and flexibility.

We demonstrate this value when we seek out challenges, try new things, demonstrate a growth mindset, have a sense of humour, collaborate, step out of our comfort zones, solve minor problems independently and seek alternatives.

Kindness

Our school value of Kindness means respect, caring, empathy, support for others, honesty, and celebrating diversity.

We demonstrate kindness when we accept and include others, take turns & share, apologise, show empathy & good manners, care for our environment & belongings, are welcoming & encouraging, and value difference. We communicate openly.

Creativity

Our school value of Creativity means individuality, imagination, originality, demonstrating initiative, persistence, problem-solving and thinking 'Outside of the Box'.

We demonstrate creativity when we express ourselves through arts and creative activities, struggle and make mistakes in our learning, when we find imaginative solutions to problems and when we collaborate and engage in meaningful discussion and dialogue.

Curiosity

Our school value of Curiosity means questioning, higher-order and critical thinking, hard work, seeking and providing feedback and student agency and voice.

We demonstrate curiosity when we ask questions and challenge each other, collaborate, explain & reflect, when we are exploring and taking risks, seeking out challenges and by pursuing passions and interests.

3. Engagement strategies

St. Kilda Park Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A key component of St Kilda Park's approach to building a positive culture is teaching positive behaviours, the use of Restorative Justice Practices and the use of logical consequences to address appropriate and inappropriate behaviour.

Prevention Programs (Building Resilience)

Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, student support services staff and parent/carers. Working together as a whole school community we support a preventative school culture by providing programs and practices including the Creating A Positive School Environment (CAPSE) Program, RAMP (Risk Assessment Management Program)/Student Well-Being Team, Buddy Program, Year 6 Transition Program, Foundation Transition

Program, Across-Level Transition program, Reading Recovery, Learning Support, Year 6 Leadership Program, Tutoring Program, Anti-Bullying Programs and the DET-Respectful Relationships Program.

Child Safe Standards

St Kilda Park PS meets the standard for the care, safety and welfare of students as set out in Ministerial Order No. 870. These include an embedded organisational culture of child safety at the school, a child safety policy and a child safety code of conduct.

Regular Attendance

St Kilda Park Primary School is continuing to build an understanding in the community that full, and punctual, attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively.

An approach to improving attendance and reducing lateness is addressed through school initiatives including:

- Sending an automated SMS text to parents/carers if their child is marked absent without notification via Compass
- Tracking attendance, punctuality and following up with parent/carers
- The Beat the Bell incentive and our mantra to all that 'Learning Starts at 9.00am'.

RAMP

St Kilda Park Primary School has a RAMP team consisting of teachers across all year levels. The team analyses data from various sources pertaining to Student Engagement including individual student risk assessments conducted on all students at the start of each year and makes recommendations to support students in need.

Inclusion, Wellbeing & Transitions

At St Kilda Park Primary School, the Leadership Team implement a school wide Transition and Class Placement Program to make recommendations for improvement of transitions and student wellbeing in every year level.

The Student Buddy Program, between Foundation and Year 5 students, has been operating effectively for a number of years and supports our belief in the importance of student mentors.

A close relationship has been established with a number of support agencies including the Port Phillip Council and Student Support Service Officers (SSSO) staff who actively contribute as members of the school community.

Restorative Justice Practices Procedures

St Kilda Park Primary School has introduced '*Restorative Justice Practices*' to encourage engagement, personal responsibility, independence, pride and respect in each individual student. In the classroom and in the yard, this is the basis for respectful communication and relationships. Restorative Justice also supports responding pro-actively to behavioural issues. Restorative Practice is based on an underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right.

In encouraging and building this cooperative approach, it is acknowledged that there will be behaviours and events that occur that compromise this ideal. When this occurs, St Kilda Park Primary School will use a Restorative Justice approach to repair damaged relationships between individuals and groups. This sits alongside the Traffic Light system for classroom management (see Appendices A and B). Where appropriate St Kilda Park Primary School will inform and involve parents in these processes through a Student Support Group.

A restorative practice question approach is built upon the following key questions:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none">• What happened?• What were you thinking at the time?• What have you thought about since?	<ul style="list-style-type: none">• What did you think when you realised what had happened?

<ul style="list-style-type: none"> ● Who has been affected by what you have done? In what way? ● What do you think you need to do to make things right? 	<ul style="list-style-type: none"> ● What impact has this incident had on you and others? ● What has been the hardest thing for you? ● What do you think needs to happen to make things right?
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4. Identifying students in need of support

St. Kilda Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and to enhance student wellbeing. St. Kilda Park Primary will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff including: external experts teachers, Integration Aids and Principals including such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families

St. Kilda park Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to discuss how best to help their child engage with school
- developing an Individual Education Plan/Behaviour Support Plan
- considering any environmental changes needed, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - student Support Services
 - appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or Child FIRST
 - re-engagement programs such as Navigator

When necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - in addition, students with other complex needs that require ongoing support and monitoring

5. Rights and responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. The Charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. St Kilda Park Primary School's Bullying Prevention Policy has developed Rights and Responsibilities in consultation with the community and is reviewed and ratified by School Council as part of the Policy Development Cycle.

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

All students have the right to	All staff have the right to	All parents have the right to
<ul style="list-style-type: none"> • participate fully in their education • be treated with respect and acceptance • feel safe, secure and happy at school • express ideas opinions and be listened to respectfully • learn in an environment free from bullying, harassment, violence, discrimination or intimidation • learn, work and play without interference from others • have equitable access to teacher time, school facilities and resources • have the opportunity to develop talents, interests and ambitions and to be able to share these and participate in community activities 	<ul style="list-style-type: none"> • expect to be able to work in an atmosphere of order and cooperation • use discretion in the application of rules and consequences • receive respect and support from the school community 	<ul style="list-style-type: none"> • know that their children are in a safe, happy learning environment where they are treated fairly and with respect • expect a positive and supportive approach to their child's learning • expect communication and participation in their child's education
All students have a responsibility to	All staff have a responsibility to	All parents have a responsibility to
<ul style="list-style-type: none"> • respect the rights and opinions of others and display good manners • act in a safe and responsible manner and move and play safely • be cooperative and considerate • participate and work to the best of their ability and allow others to do the same • follow classroom rules • care for themselves, other people, property and belongings • resolve problems in a calm, sensible and fair manner • be alert and responsive to the problems of others 	<ul style="list-style-type: none"> • build positive relationships with students as basis for engagement and learning • use and manage the resources of the school to create stimulating, safe and meaningful learning • treat all members of the School community with respect, fairness and dignity 	<ul style="list-style-type: none"> • build positive relationships with members of the school community • ensure students attend school and have the appropriate learning materials • promote respectful relationships

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

Bullying

What is Bullying?

Bullying is persistent repeated physical or psychological actions by a group or an individual which are intended to hurt another person. It can be planned and organised.

It can include:

- teasing, name calling, put-downs or belittling of others' abilities/achievements
- writing offensive notes or graffiti
- demands for money or possessions
- damaging, removing or hiding belongings
- leaving someone out of activities on purpose
- physical violence e.g. hitting, pushing
- gestures
- coercive behaviour
- cyberbullying

Bullying affects the welfare of the whole school. It makes children feel unsafe at school, either because they are being bullied, or are witnessing bullying or are concerned about the threat of bullying. It affects their ability to learn and to enjoy the companionship of others. Children and adults who bully need to be confronted and taught how to develop more positive relations with others.

The school acknowledges that within any school community there is the potential for bullying and instances of bullying will occur at times. Recognising the potential for bullying at school is the necessary basis for preventing bullying and responding to it effectively. Teachers, students and parents need to be equipped to recognise and respond to bullying and to be aware of the school's procedures for dealing with this and other forms of unacceptable behaviour.

This ensures that when bullying occurs, students will feel they can approach teachers if they have been bullied or have observed bullying. It also helps students and parents to have confidence that their concerns and complaints will be treated seriously and responded to.

At St Kilda Park Primary School, we have a strong commitment to prevent and minimise bullying and putdowns in the school. Some approaches we use are:

- building general awareness of the issue of bullying
- professional development for staff
- responding promptly to individual problems
- taking action to foster tolerance and a positive community culture
- provide programs to develop resilience
- structured activities available to students at lunchtimes including Play Leaders Program
- quiet play area, friendship tree
- three teachers on yard duty at all times
- lunchtime social club

We believe there is no one simple strategy to achieve a safe and harmonious environment.

Refer to logical consequences for inappropriate behaviour under section 7.

Cyber Bullying

The widespread availability of the internet provides unprecedented opportunities to communicate and learn. Whilst most people use the internet as a powerful tool for communication and education, some individuals use the power of the internet for purposes such as posting for bullying and harassment. We can minimise the harm that such individuals do by teaching students how to use the internet safely and responsibly. The term *cyber ethics* refers to a code of safe and responsible behaviour for the internet community. Practising good *cyber ethics* involves understanding the risks of harmful and illegal behaviour

online and learning how to protect internet users from such behaviour. It also involves teaching young people, who may not realise the potential for harm to themselves and others, how to use the internet safely and responsibly. Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Addressing Cyberbullying is clearly detailed in the ICT Policy.

6. Student behavioural expectations

St Kilda Park Primary School has developed shared expectations to ensure that the learning, safety, and rights of all are respected. The expectations are intended to be positive and set out the appropriate behaviours for our School community. Our shared expectations are intended to support individual students and families from a diverse range of backgrounds, communities, and experiences.

Expectations - Staff Engagement

The School will:	The Teachers will:	All School Staff will:
<ul style="list-style-type: none"> • uphold the right of every child to receive an education up to the compulsory age of schooling. • ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights legislation • collaborate with the St Kilda Park Primary School community to develop policies and procedures consistent with its values, aspirations and DET Guidelines • identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community programs, which are inclusive and responsive to student needs 	<ul style="list-style-type: none"> • develop flexible pedagogical styles to engage different learners • deliver curriculum and assessment that challenges and extends students learning • develop positive and meaningful relationships with students that promote engagement, wellbeing and learning • provide opportunities for student voice to develop a positive school culture in and outside the classroom 	<ul style="list-style-type: none"> • in compliance with Departmental procedures School staff will: • promote regular attendance by all students • promote punctuality by all students • monitor and follow up on absences
<p>Behaviour St Kilda Park Primary School will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community and by delivering whole-school responses to behavioural issues. All members of the school community are encouraged to participate in the educational environment with curiosity, enthusiasm and mutual respect. St Kilda Park Primary School is committed to engaging all students, school suspension of students is a last resort in very extreme circumstances and will follow the DET procedures on Student Suspension.</p>		
The School will:	The Teachers will:	

<ul style="list-style-type: none"> • work to provide an appropriate and engaging curriculum for all students • lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business • monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies • provide appropriate professional learning opportunities for all staff to build their capacity to promote positive behaviours 	<ul style="list-style-type: none"> • use the Student Engagement policy as a basis for negotiating a class-based set of norms and shared behavioural expectations with students • teach students social competencies through curriculum content and pedagogical approach • employ behaviour management strategies that reflect the behaviours expected from students and which focus on supporting positive behaviours • build a collegiate atmosphere with other school staff to share strategies and support each other in developing a consistent behaviour management approach • involve appropriate specialist expertise where necessary
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Expectations – Student

All students are expected to:

School Attendance	School Behaviour
<ul style="list-style-type: none"> • come to school every day that the school is open to students. If students are not able to attend, they must provide a written explanation from their parents/carers to their teacher • arrive at each class on time and be ready to learn. • ensure their parent/carer signs them in at the front office on the Compass portal if they arrive after 9.00am and give their late slip/ or early dismissal slip to their classroom or specialist teacher 	<ul style="list-style-type: none"> • support each other’s learning by behaving in a way that is curious and respectful according to the school values and behavioural expectations • be considerate and supportive of others • reflect on and learn from differences • adhere to the agreed classroom behaviours and school values • demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive School environment that is safe, inclusive and happy • understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable • comply with the School Anti-bullying policy

Expectations – Parents/Carers

Parents/Carers are expected to:

Engagement	Attendance	Behaviour
<ul style="list-style-type: none"> • support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home • provide all relevant information about their child to the school • actively participate in supporting their child’s learning by building a positive relationship with the School through 	<ul style="list-style-type: none"> • ensure that enrolment details for their children are correct • ensure their children attend school every day and be on time • advise the school in writing, as soon as possible, when a child is absent from school 	<ul style="list-style-type: none"> • understand the School’s behavioural expectations and support these to promote a consistent approach that supports their child’s learning, engagement and endeavour both in and out of school

<p>attendance at student-parent-teacher meetings, student activities, School celebrations, Student Support Groups and responding to communications</p> <ul style="list-style-type: none"> • support the school's policies 		
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Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of St. Kilda Park Primary school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

St. Kilda Park Primary values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

How we support positive behaviour and relationships

St Kilda Park Primary School encourages the active involvement of parents in the learning, development and support of positive behaviour of each student. It seeks to foster this cooperative approach with parents through pastoral care interviews, parent helper training, reports, newsletters, website information, educational forums, parent-teacher interviews, phone calls and meetings.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parent/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parent/carers and staff, supported by our Communicating with School Staff policy
- providing parent/carers volunteer opportunities so that families can contribute to school activities
- involving families with home learning and other curriculum-related activities
- involving families in school decision making through School Council Committees
- coordinating resources and services from the community for families through SKIPPA- St. Kilda Park Parents Association
- including families in Student Support Groups and developing individual plans for students.

Appropriate Behaviour

St Kilda Park Primary School will acknowledge students who meet the shared expectations outlined in this policy through recognition and encouragement as shown in the logical consequences provided below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented, consistent with the logical consequences outlined below using the restorative justice approach.

The restorative approach addresses student behaviour in various settings and levels to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy

LOGICAL CONSEQUENCES

For Appropriate Behaviour	For Inappropriate Behaviour
<ul style="list-style-type: none"> ● Celebration at assemblies with a focus on music, sport and academic pursuits ● Celebration in classrooms ● Reports ● References- scholarships, Arts entries ● Newsletters: class and fortnightly ● Leadership opportunities across all levels ● Community leadership for Grade 6 ● Positive feedback ● Negotiated rewards within their Learning Space ● The right to represent the school at leadership events, a wide range of sports events, musical events, art events ● Parent/teacher meetings, both formal and informal ● Discussion of Personal Learning Goals 	<ul style="list-style-type: none"> ● Talking to the student and referring them to the shared expectations ● Use of <i>Traffic Light System</i> to help students understand and manage their behaviour ● Contact with parents- via discipline notice and/or phone call ● Making changes to the student's learning program to better equip him/her to behave positively ● Implement Restorative Practices ● Counselling ● Withdraw privileges/ Payment for damage sought ● Hold Student Support Group meetings ● Create Behaviour Management Plans in consultation with parents, student and teachers ● Negotiate alternative pathways or settings for the student, or as a matter of last resort, suspension or expulsion ● When appropriate staff will follow mandatory and child safety procedures

8. Evaluation

St. Kilda Park Primary will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Student Attitudes to School Survey data
- behaviour incident reports- green forms
- school reports
- parent opinion survey
- case management
- COMPASS- attendance data
- City of Port Phillip Resilient Youth Survey- Year 5&6

COMMUNICATION

This policy will be communicated to our school community in the following:

- available publicly on our school's website
- included in enrolment packs
- included as annual reference in school newsletter
- made available in hard copy from school administration upon request
- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

[2021 Statement of Values and School Philosophy Policy.](#)

[2021 Bullying Prevention Policy.](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2020
Consultation	Education and Policy Sub Committee School Council Members 27/04/2022 Staff 2/05/2022 via email with policy attached & discussed at staff meeting
Approved by	School Council June 1st 2022
Next scheduled review date	February 2024.

REVIEW CYCLE

This policy was last updated in February 2020 and is scheduled for review in February 2022.

APPENDIX A

The Traffic Light System

The Traffic Light System is a classroom behaviour management system in every class at our school.

It is a consistent approach and informs parents immediately if a student has been exited from the classroom.

Here's how it works.

- Each class has a board on display in the classroom with every student's name on wooden pegs
- The board has a green, amber and red area - imagine traffic lights
- If a student behaves inappropriately the teacher will ask the student to move off the green area into the amber zone
- If the student acts inappropriately a second time he/she will move into the red zone
- If a student acts inappropriately a second time during a Specialist session, they will be removed from the classroom to a 'buddy' classroom for the remainder of the session. A letter will be sent home. (see Appendix B)
- If the student misbehaves for a third time, they will be removed from the classroom to a designated classroom for the remainder of the session
- After the session the student returns to the classroom teacher and a Restorative session takes place before the student comes back to the classroom
- A letter will be sent home to parents (see Appendix B)
- Teachers will keep a copy of the letter. When the slip is returned the following day, it will be stapled onto the copy and kept in the student's Buff-coloured school file
- If the letter is not returned the following day the student will be asked for the reason and a follow up call to parents will take place
- If a student is removed from class three times a Parent Meeting will be called; however, parents are encouraged to contact their child's teacher if they wish to at any stage.

This classroom discipline system gives students clearly defined boundaries which engender a strong sense of fairness and safety across the school.

There is a visual emphasis on doing the wrong thing. How can there be a way of showing a strong visual indication a child is doing the right thing?

Teachers constantly praise students and share their work with others. Some of the ideas teachers use are:

- 'Minutes' for a game, or special activity, are placed on the board for positive behaviours such as sharing, supportive comments, good work, working together, getting along, persistence, trying their best, tolerance of others... and the list goes on
- 'Post it' notes which have positive comments written on them from other students and teachers are stuck next to a child's portraits
- Comment pockets are made for each child so teachers and students can write notes to each other
- Have a 'traffic light' or 'sun' or the like go in the opposite direction to recognised good behaviour and/or effort.

APPENDIX B

DISCIPLINE NOTICE



St Kilda Park Primary School

Date: ___/___/___

Notice Home 1 2 3

Dear.....

..... was withdrawn from class today for misbehaving during a lesson that was in progress and for conducting himself / herself in such a manner as to interfere with the educational opportunities of other children.

Should your child receive a third discipline note you will be asked to come to school to discuss your child's behaviour and the possibility of placing your child on an Individual Behaviour Plan.

The following three warnings were given prior to withdrawal from class –

Warning 1:.....

Warning 2:.....

Warning 3:.....

Please discuss this matter with your child to support our school and prevent this behaviour from re-occurring. Please sign the slip below and return to school the following day.

Kind Regards,

Teacher: _____, St Kilda Park Primary School Staff

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RETURN SLIP - DISCIPLINE NOTICE

Name of Child:.....

Any comments regarding this matter:

.....

Signed: _____ (Parent/Guardian) Date: ___/___/___

