At Our Lady of the Way School we endeavour to create an environment where all members of the community feel safe, secure and respected. It is the responsibility of everyone in the community to strive to make this happen.

Student Behaviour Support Plan

Our Lady of the Way Petire

2013
WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

1. Mission Statement
We aim to build a learning community enriched by diversity and united in faith for today, tomorrow and into the future. Therefore, our mission is to build a community that celebrates faith, learning and diversity. (OLW Mission Statement)

At Our Lady of the Way we work together as a community of teachers, students and parents toward positive relationships. We value positive behaviour and recognise that young people need to be guided on their journey of learning toward positive and active participation in society.

We believe that behaviour support is best provided through a positive whole school approach that helps teachers, children and parents understand their rights and responsibilities within a safe supportive, collaborative community.

At Our Lady of the Way School we endeavour to create an environment where all members of the community feel safe, secure and respected. It is the responsibility of everyone in the community to strive to make this happen.

2. Profile of school
Our Lady of the Way Catholic Parish Primary School:

Enrolment
- two stream coeducational school from P-7 with a current enrolment of 405, approximately 301 families
- 16 class groups including a P/1 Multi-age and 3xYr 5/6 Multiage

Religious Background
- predominantly Catholic
- other Christian and non-Christian faiths are represented

Multicultural Environment
- student cultural backgrounds include: The Philippines, Italy, India, England, New Zealand and Singapore.
- 12 Aboriginal or Torres Strait Island students.
- 26 ESL students; 10 of these accessing ESL support.

Grounds:
- 4 classroom blocks: Early Years (6 classrooms); Arts block (2 classrooms and multipurpose arts room); Main building (5 classrooms, learning enrichment, computer lab, library, and multimedia centre); B block (6 classrooms)
- multiple playgrounds including 3 adventure playgrounds, tennis court, oval and undercover
- Dalai Centre (Multipurpose Hall – BER project)
- Administration building

Learning & Behaviour
- approximately 10% of our students have special needs,
- 92% of students usually/consistently demonstrate the school rules
- School Wide Positive Behaviour teaching: P-7 Play Is the Way (W.McCaskill; playistheway.com.au)
- High level of student attendance
3. Consultation and data review
In 2013 an audit of student behaviour indicates that around 92% of students consistently / usually demonstrate the school rules. This indicates that the inception of School Wide Positive Behaviour has had a significant effect on student behaviour learning. Consultation of this document has been with Staff, School Board, School P&F. Such consultation has sought agreement with roles, rights and responsibilities.

4. Beliefs about learning and behaviour
Our Lady of the Way is a Catholic Parish School. Our school wide pedagogy is based on our belief that we are created in the image and likeness of God. We believe learning acceptable behavior is influenced by the explicit teaching where the learner:

- knows what they are learning about, what to do to be successful & what their next steps in learning are;
- uses metacognitive strategies, creative & critical thinking;
- participates in feedback;
- feels connected to Our Lady of the Way Catholic school;
- is confident in pursuing their personal best no matter who they work with;
- has a sense of accomplishment &
- is socially and emotionally competent.

We teach the behaviours we expect. This is with respect to students who are seen as perpetrator and students seen as the aggrieved. In all circumstances we will endeavour to “promote positive interactions between all members of the school community. It is the responsibility of everyone in the community to strive to make this happen.” (OLW Positive Relationships Policy 2011).

Our Lady of the Way Parish Primary School has 3 rules that all students are expected to abide by:

- Respect
- Safety
- Responsibility

<table>
<thead>
<tr>
<th>Zone</th>
<th>RESPECT</th>
<th>RESPONSIBILITY</th>
<th>SAFETY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>Use manners</td>
<td>Stay on task</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Listen to teacher and to others</td>
<td>Complete your work, do the best you can</td>
<td>Keep hands and feet to self</td>
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<tr>
<td></td>
<td>Signal to speak and move</td>
<td>Follow directions</td>
<td>Use objects for their intended purpose</td>
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<tr>
<td></td>
<td>Respect own, others and school property</td>
<td>Wear school uniform with pride</td>
<td>6 legs on the floor</td>
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<tr>
<td></td>
<td>Use helpful and ‘g’ rated language</td>
<td>Look after your belongings</td>
<td></td>
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<td></td>
<td>Respect personal space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zone</td>
<td>RESPECT</td>
<td>RESPONSIBILITY</td>
<td>SAFETY</td>
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</tr>
<tr>
<td>Computer Lab and Multimedia Room</td>
<td>Use manners, Listen to teacher and to others, Signal to speak and move, Use quiet voices, Respect own, others and school property</td>
<td>Be prepared for your lesson, Be a responsible web user, Tidy up before you leave</td>
<td>Walk, No eating, No drinking, Wash your hands before using equipment, Enter only with teacher, permission and presence</td>
</tr>
<tr>
<td>Library</td>
<td>Use manners, Listen to teacher and to others, Signal to speak and move, Use quiet voices, Respect school property</td>
<td>Use your book bag to borrow, Look after the books, Return your books on time, Use the library equipment with permission, Wait patiently to borrow, Tidy up before you leave</td>
<td>Walk, No eating, No drinking, Wash your hands before using books, Enter only with teacher, permission and presence, Ask an adult to help carry heavy loads</td>
</tr>
<tr>
<td>Church</td>
<td>Use manners, Look and listen to people speaking, Be reverent, Respect Church property and sacred objects, Allow others to participate fully</td>
<td>Be attentive, Participate fully, Set a good example for others</td>
<td>Walk, Sit properly on chairs, Keep hands and feet still and to self, Enter only with teacher, permission and presence</td>
</tr>
<tr>
<td>Dalaipi Centre</td>
<td>Use manners, Listen to teacher and to others, Respect school property, Have clean shoes to enter</td>
<td>Follow directions, Keep the space clean and tidy, Keep personal belongings tidy and out of foyer, Use equipment with permission</td>
<td>Keep hands and feet to self, Enter only with teacher, permission and presence, Stay 'in bounds', Ask to use the toilet</td>
</tr>
<tr>
<td>School Office</td>
<td>Use manners, Listen to instructions, Use inside voices</td>
<td>Follow directions, Wait patiently, Be sensible, Carry things with care, Give help to others if needed, Wait your turn</td>
<td>Walk, Stand away from doorway, Take care opening and closing the door</td>
</tr>
<tr>
<td>Toilets</td>
<td>Keep toilets clean, Respect school property, Respect the privacy of others</td>
<td>Follow directions, Use soap wisely, Turn taps off properly</td>
<td>Walk, Use toilet, flush, wash hands, leave promptly, No food or drinks</td>
</tr>
<tr>
<td>Walking around school / Stairways</td>
<td>Use manners, Be friendly (Smile, say hello) to people you pass, Stay on paths, Pick up rubbish as you see it, Keep noise levels low</td>
<td>Follow directions, Stay with your class, Walk directly to where you are going, Wait patiently to enter busy pathways / stairs</td>
<td>Walk, Stay to the left side, Keep hands and feet to self, Stay in bounds, Watch for vehicles on hill or near hall, Ask an adult to carry heavy things on stairs, Use handrail for its intended purpose, Report unfamiliar people to the duty teacher</td>
</tr>
<tr>
<td>Zone</td>
<td>RESPECT</td>
<td>RESPONSIBILITY</td>
<td>SAFETY</td>
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</tr>
<tr>
<td>Eating area</td>
<td>Use manners</td>
<td>Put your rubbish in the bin</td>
<td>Keep food to yourself</td>
</tr>
<tr>
<td></td>
<td>Use 'g' rated language</td>
<td>Look after your belongings</td>
<td>Eat only your food</td>
</tr>
<tr>
<td></td>
<td>Respect own, others and school property</td>
<td>Sit down to eat</td>
<td>Keep hands and feet to self</td>
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<tr>
<td></td>
<td>Respect that people like different foods</td>
<td></td>
<td>Wash hands before and after eating</td>
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<td></td>
<td>Eat only your food</td>
<td></td>
<td>Nut free food</td>
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<tr>
<td></td>
<td>Listen to the teacher</td>
<td></td>
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<tr>
<td>Adventure</td>
<td>Use manners</td>
<td>Follow directions</td>
<td>Keep hands and feet to self</td>
</tr>
<tr>
<td>playgrounds</td>
<td>Use 'g' rated language</td>
<td>Wait your turn</td>
<td>Stay in bounds</td>
</tr>
<tr>
<td></td>
<td>Speak ‘helpful’ language</td>
<td>Include others in play</td>
<td>No chasing games</td>
</tr>
<tr>
<td></td>
<td>Listen to the teacher</td>
<td>Use play equipment appropriately</td>
<td></td>
</tr>
<tr>
<td>Undercover</td>
<td>Use manners</td>
<td>Follow directions</td>
<td>No kicking ball games</td>
</tr>
<tr>
<td>Play area</td>
<td>Use 'g' rated language</td>
<td>Wait your turn</td>
<td>Walk don’t run</td>
</tr>
<tr>
<td></td>
<td>Listen to the teacher</td>
<td>Include others in play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use 'g' rated language</td>
<td>Use play equipment appropriately</td>
<td></td>
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<tr>
<td></td>
<td>Listen to the teacher</td>
<td>Put equipment away when finished</td>
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<td></td>
<td></td>
<td>Set a good example for others</td>
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<td></td>
<td>Be a good sport and play by the rules</td>
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<td></td>
<td>Stop playing at the whistle or bell</td>
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<tr>
<td>Oval</td>
<td>Use manners</td>
<td>Follow directions</td>
<td>Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>Listen to the teacher</td>
<td>Wait patiently</td>
<td>Stay in bounds</td>
</tr>
<tr>
<td></td>
<td>Listen to the referee</td>
<td>Have payment ready for driver</td>
<td>Stay off the rock wall</td>
</tr>
<tr>
<td></td>
<td>Use 'g' rated language</td>
<td>Take all of your belongings home</td>
<td>Stay out of the sport shed</td>
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<td></td>
<td>Wait for a teacher to signal play</td>
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<tr>
<td>Bus stop</td>
<td>Listen to the teacher</td>
<td>Follow directions</td>
<td>Sit in bus area while waiting for bus</td>
</tr>
<tr>
<td></td>
<td>Use manners</td>
<td>Wait patiently</td>
<td>Wait behind the gate until bus arrives</td>
</tr>
<tr>
<td></td>
<td>Keep the area clean</td>
<td>Have payment ready for driver</td>
<td>Walk to bus</td>
</tr>
<tr>
<td></td>
<td>Respect community members</td>
<td>Take all of your belongings home</td>
<td>Watch your step when entering bus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sit down</td>
</tr>
<tr>
<td>Roundabout</td>
<td>Listen to the teacher</td>
<td>Follow directions</td>
<td>Keep your belongings with you</td>
</tr>
<tr>
<td></td>
<td>Use manners</td>
<td>Wait for your car</td>
<td>Wait on curb until your car stops</td>
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<tr>
<td></td>
<td></td>
<td>Listen for your name and go to your car when you are called</td>
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</tr>
<tr>
<td>In the community</td>
<td>Listen to the teacher</td>
<td>Follow directions</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Use manners</td>
<td>Wear school uniform with pride</td>
<td>Stay with your group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stay on task</td>
<td>Stay in bounds</td>
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<tr>
<td></td>
<td></td>
<td>Be sensible</td>
<td>Cross roads at pedestrian crossings / lights</td>
</tr>
</tbody>
</table>
### Whole School Student Behaviour Support Plan

#### 5. Roles, rights and responsibilities of school community members

<table>
<thead>
<tr>
<th>Community Member</th>
<th>Rights</th>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Rule: respect</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>To be respected.</td>
<td>To learn</td>
<td>Treat others as she/he would like to be treated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pursue his/her personal best no matter who he/she work with.</td>
</tr>
<tr>
<td>Parent / Carer</td>
<td>To be respected.</td>
<td>To support</td>
<td>To influence your child to:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Treat others as she/he would like to be treated.</td>
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<tr>
<td></td>
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<td></td>
<td>Pursue his/her personal best no matter who he/she work with.</td>
</tr>
<tr>
<td>Staff</td>
<td>To be respected.</td>
<td>To teach</td>
<td>To teach the rule.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>To teach the concepts of:</td>
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<td></td>
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<td></td>
<td>Treat others as you would like to be treated.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Pursue your personal best no matter who you work with.</td>
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<td></td>
<td>To teach play is the way games associated with the rule.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Act on all reported infringements.</td>
</tr>
<tr>
<td>Student</td>
<td>To be safe.</td>
<td>To learn</td>
<td>We do the right thing because it is the best thing to do.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be the master, not the victim of my feelings.</td>
</tr>
<tr>
<td>Parent / Carer</td>
<td>To be respected.</td>
<td>To support</td>
<td>To influence your child to:</td>
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<td>Staff</td>
<td>To be respected.</td>
<td>To teach</td>
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<td></td>
<td>To teach the concepts of:</td>
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<td></td>
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<td>To teach play is the way games associated with the rule.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Act on all reported infringements.</td>
</tr>
<tr>
<td><strong>School Rule: safety</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Student</td>
<td>To be responsible.</td>
<td>To learn</td>
<td>Have reasons for the things you say and do.</td>
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<td></td>
<td>Be brave – participate to progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be the master, not the victim of your feelings.</td>
</tr>
<tr>
<td>Parent / Carer</td>
<td>To be respected.</td>
<td>To support</td>
<td>To influence your child to:</td>
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<tr>
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<td>Have reasons for the things they say and do.</td>
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<td>Staff</td>
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<td>To teach</td>
<td>To teach the rule.</td>
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<td>To teach the concepts of:</td>
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<td>To teach play is the way games associated with the rule.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Act on all reported infringements.</td>
</tr>
</tbody>
</table>

**Definition of Staff** –

- Grounds Person, Office Staff, School Officers, Classroom Teachers, Support Teachers:
- Inclusive Education, Volunteers, Visiting Teachers, Relief Teachers, Assistant Principal RE, Principal.
WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

6. The BCE approach to facilitating standards of positive behaviour and responding to inappropriate or unacceptable behaviours:

a. Universal behaviour support (proactive preventative strategies) – for all

<table>
<thead>
<tr>
<th>Training, sustaining &amp; development of these skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Essential skills for classroom management</td>
</tr>
<tr>
<td>• Establishing expectations</td>
</tr>
<tr>
<td>• Giving instructions</td>
</tr>
<tr>
<td>• Waiting and Scanning</td>
</tr>
<tr>
<td>• Cuing with parallel acknowledgment</td>
</tr>
<tr>
<td>• Body language encouraging</td>
</tr>
<tr>
<td>• Descriptive encouraging</td>
</tr>
<tr>
<td>• Selective attending</td>
</tr>
<tr>
<td>• Redirecting to the learning</td>
</tr>
<tr>
<td>• Giving a choice</td>
</tr>
<tr>
<td>• Following through</td>
</tr>
</tbody>
</table>

Play is the Way

• 4 sessions a week; 20 minutes a session.
• Teach and play games associated with poster for the week.

Posters (Play is the Way)

• Teach & display Play is the Way posters.

Life Raft

• Teach Life raft activities from Play is the Way. Teaching the rule/pillar that has been reflected in the PITW poster.
• Each rule/pillar/poster is time-tabled and taught.

Behaviour Teaching

• Teaching rule/pillar/poster for the week.

Parent / Carers Communication

• Teacher initiates communication with parents / carers preferably in person/ phone.

What makes you a valuable member of our class and school Community?

• Students are taught that every school member is a valuable member to the community.
• In a Community Circle the class community records 3-4 things about each person that the community says makes them a valuable member of the class/school community
• Display these.
• Students indicate where they think they are in reference to the poster being learnt.
• Students indicate what they did to get there.
• Students indicate what they will do to get back.
• Most students only know 4 feelings: good, bad, happy, sad.
• Use this poster to teach families/groups of emotions and broaden the range for students.
• Use this poster when teaching students scenarios.

Emotions Poster

• Use this poster when teaching students scenarios.
• Teach students the generic apology structure:
  • Dear ... I’m sorry for... I was feeling ... because ... It would have been better if I ... To earn back your trust and respect I will ...
  • Use written apologies
  • Students and teacher sit in circle.
  • Begin with a mantra (school rules/class covenant)
  • Ask students for grievances. (Use a catastrophe scale to see if the grievances are valid.) Deal with grievances.
    • Child: I have a grievance with ....
    • When you ... I feel.

Apology

• Ask community for advice for student.
  • Ask student to decide on a poster that would assist them to contribute to the physical and emotional safety of the community.
  • Ask if any community members will help the student by mentioning the poster to him/her if they see him/her struggling to contribute to the physical and emotional safety of the community.

Community Circles

• Ask students for commendations. (Note the commendations or use for awards at assembly)
• Finish with diffusing activity.

Commendations

• Students from the class nominate a student for a commendation when the student demonstrates particular behaviour over a period of time a poster.
WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Are You Ready?
- Before students enter the classroom, the teacher asks “Are You Ready?”
- The student responds with ‘YES’ and what they are ready to do e.g. try harder in maths, talk kindly to xyz.
- Students who are not ready are asked to wait outside the room until they are ready to start school.
- Admin is advised of these students if they are out of the room for an extended period of time.
- The strategy is used for a brief period of time.
- Have a sign at the entry of the room, “Are You Ready?”
- Students have a set of criteria that demonstrates a desired behaviour.
- Students have time in playground/classroom to observe the criteria and tally/name/ explain their observations and how they demonstrate the criteria.
- A 10 point scale, 10 is the worst thing that can happen to them, 1 the least.
- With teacher assistance student positions the ‘catastrophe’ on the scale measuring against other ‘possible’ catastrophes.

Catastrophe Scale
- Things that fall into the 0,1,2,3 area are called “GO GO”: get over it and get on with it.
- For students to understand that not everything that happens to them is a catastrophe.

Flowcharts
- A sequence of consequences is illustrated in a flowchart for a student.
- A visual reminder.

Safe Places
- A safe place is negotiated for a student to go to in times of distress/anxiety.
- The student remains there for a nominated period of time.
- The student nominates a number of adults who will be able to assist the student in times of distress/anxiety.

Support people
- The student remains in close proximity to the teacher for a period of time.

Time In
- The student goes to another classroom for a brief period of time.

Time out
- Teacher completes an audit about student demonstration of the school rules using gradation scale: Consistently, Usually or Occasionally.

NB. CORPORAL PUNISHMENT IS EXPRESSLY PROHIBITED IN ALL CATHOLIC SCHOOLS

RESPONSIBILITY
SAFETY
RESPECT

Respect
Safety
Responsibility
b. Targeted behaviour support – for some

Parent / Carers

- Administration contact parents / carers to meet.
- Administration maintains contact with parents/carers.

Communication

- Monitor the student daily or as required.
  - Solo Taxonomy: used to demonstrate learning progression.
    - What posters are we doing this week?
    - Tell us 4 things that you will do (actions) about the poster. (data)
    - Who, Where and When will you do these things with?
    - What will you create?
  - Development of a goal.

Reflection Worksheet

- “Helping you be strong and take charge of your own behaviour”

Reflection, Repair & Restitution

- “Making things better, paying back and moving on

Snoezelan Room

- Sensory room

Behaviour Agreements

- An agreement made by the student with the school indicating what they will do to contribute to the physical and emotional safety of the class and community.

Withdrawal

- Withdrawal from playground.
- Withdrawal from class

Social Stories

- The development of specialised stories for students for specific areas of the school detailing the behaviours needed to be successful.

Strategies from Dimension 1... also included.

NB. CORPORAL PUNISHMENT IS EXPRESSLY PROHIBITED IN ALL CATHOLIC SCHOOLS

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c. Individual behaviour support

- I.E.P: Individual Education Programme
- E.A.P: Educational Adjustment Programme
- Functional Behaviour Assessment
- Inclusive Education Teacher; Guidance Counselor;
- Wrap-Around with outside agencies e.g. EVOLVE.
- Strategies from universal & targeted support included.

---

*We "...take no pleasure from punishment. Whenever we enforce a consequence we must act with respect for the dignity and rights of the children in our care. We must have rational control over our often irrational emotions and guarantee a child's safety, even when they have done wrong. We must behave as adults."*  

---

1 Wilson McCaskill, Play is the Way, Volume 1, Greenwood, WA, p.3
WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

7. Consequences for inappropriate behaviour - Staff determine the nature of the inappropriate behaviour as either minor or major.

- **Minor Behaviours** can be defined as those that minimally violate Our Lady of the Ways School rules of Respect, Responsibility and Safety.
- All minor incidents are dealt with by staff members at the time they occur.
- All incidents recorded in the schools behaviour support file.
- Repeated minor behaviour infringements warrant notification to parents/carers.

<table>
<thead>
<tr>
<th>Minor Behaviour Infringement: (e.g.)</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Repeated minor infringement behaviours: Parents/carers notified</td>
</tr>
<tr>
<td>Misuse of property</td>
<td>Movement to another classroom: Parents/carers notified</td>
</tr>
<tr>
<td>Unwanted verbal, physical or emotional advances</td>
<td>Reflection Sheet</td>
</tr>
<tr>
<td>Failure to respond to adults directions</td>
<td>Student asked to name and explain expected behaviour</td>
</tr>
<tr>
<td>Disrupting the learning environment</td>
<td>Time in /Time out</td>
</tr>
<tr>
<td></td>
<td>Re-teaching of expected behaviour</td>
</tr>
<tr>
<td></td>
<td>Where are you? (see appendix)</td>
</tr>
<tr>
<td></td>
<td>Apology</td>
</tr>
</tbody>
</table>

Processes for the aggrieved may include:

- **Building Self Esteem**: Create poster ‘What makes me a valuable member of the class/school community?’; Teaching the art of positive Self Talk; Foggling strategy
- **Building a Network of Care**: Hand of Help (5 fingers + 5 people I can ask for help / talk with, one hand adults, one hand peers); Building Relationships; Who is my role model
- **Building Assertiveness**: Teach proactive approaches; Encourage habits; How to receive/accept an apology; Tell story of the event – ‘impact statement’ (opposite apology)
- **Building capacity for recognising: the scale of the event and feelings**: Questioning ‘Did this happen to hurt you.’; We all make mistakes; Resilience and how to ‘move on’; Catastrophe scale: Naming, owning and managing emotions
- **Building capacity to set and achieve personal goals**: Reflection sheets (PITW reframed); Check in system; By the end of the day I will ..... so that.........; Solo Taxonomy; Solution focus.
- **Building understanding of place inside or outside the ‘Happy and Learning’ bubble**: Moving from non-preferred place to preferred place; Green and Red zone talk – green ‘I am inside the happy & learning bubble’, red ‘I am not happy & learning and I / the other need to do something to get back inside.
- **Coaching**: Be a poster coach (behaviour coach) for the aggressor; “STOP I don’t like it when you...... I need / want you to .....”
- **School Counselor: (Solution Focused Brief Therapy)**: The ability to envision a goal, determine a plan of action and act to achieve it is a major contributor to a sense of self-efficacy. (Singer and Powers); What is working?; Focus on future success
- **Scaling**: Miracle question and goal, actions toward goal
**WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

- **Major Behaviours** can be defined as those that significantly violate Our Lady of the Ways School rules of Respect, Responsibility and Safety.
- Major incidents are referred to the School Administration Team and Behaviour Support Teams.
- All incidents are recorded in the schools behaviour support file.
- Actions taken and follow up are recorded.
- Parents/ Guardians notified

<table>
<thead>
<tr>
<th>Major Behaviour Infringement: (e.g.)</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusive, profane, sexualised language</td>
<td>Parents/carers notified</td>
</tr>
<tr>
<td>Substantial damage or vandalism to property</td>
<td>Gradual return to school model (e.g. coming to school a couple of hours a day, building to full time return)</td>
</tr>
<tr>
<td>Harassment/Bullying over time</td>
<td>3R's Reflection, Repair &amp; Restitution Sheet</td>
</tr>
<tr>
<td>Persistent failure to respond to adult directions</td>
<td>Functional Behaviour Assessment</td>
</tr>
<tr>
<td>Fighting / physical aggression; Disrupting the learning environment</td>
<td>Coaching</td>
</tr>
<tr>
<td>Leaving school property without permission</td>
<td>Detention Withdrawal from classroom / playground</td>
</tr>
<tr>
<td></td>
<td>Suspension : Internal/External</td>
</tr>
<tr>
<td></td>
<td>Exclusion</td>
</tr>
</tbody>
</table>

**Processes for the aggrieved may include:**

- **Building Self Esteem** : Create poster ‘What makes me a valuable member of the class/school community?’; Teaching the art of positive Self Talk; Fogging strategy

- **Building a Network of Care** : Hand of Help (5 fingers + 5 people I can ask for help / talk with, one hand adults, one hand peers); Building Relationships ; Who is my role model

- **Building Assertiveness** : Teach proactive approaches; Encourage habits; How to receive/accept an apology; Tell story of the event – ‘impact statement’ (opposite apology)

- **Building capacity for recognising the scale of the event and feelings;** Questioning ‘Did this happen to hurt you.’; We all make mistakes;; Resilience and how to ‘move on’; Catastrophe scale: Naming, owning and managing emotions

- **Building capacity to set and achieve personal goals:** Reflection sheets (PITW reframed); Check in system; By the end of the day I will .... so that........; Solo Taxonomy; Solution focus.

- **Building understanding of place inside or outside the ‘Happy and Learning’ bubble;** Moving from non-preferred place to preferred place; Green and Red zone talk – green ‘I am inside the happy & learning bubble’, red ‘ I am not happy & learning and I / the other need to do something to get back inside.

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- **School Counselor:** (Solution Focused Brief Therapy): The ability to envision a goal, determine a plan of action and act to achieve it is a major contributor to a sense of self-efficacy. (Singer and Powers); What is working?; Focus on future success

- **Scaling:** Miracle question and goal, actions toward goal
WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Formal Sanctions
- Formal Sanctions are: Detention, Suspension and Exclusion.
- The purpose of formal sanctions is to reduce the frequency of adverse behaviour and to build positive relationships.²
- All formal sanctions are followed up with a ‘re-entry consultation’ with the student and parents/carers.
- See above “Consequences for unacceptable behaviour.”

Detention
- ‘Detention’ is any relatively short period when a student is:
  - Required to remain at school, or in a particular classroom, in a student’s ‘non-class’ time (recess, lunchtime, recreation time, after school) or
  - Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time out).
- Students are withdrawn from classroom or playground as indicated above. The purpose of withdrawal may include: an opportunity to repair relationships, use restorative practices, make plans for appropriate behaviour, rehearse alternative behaviours, a signal to the student that inappropriate behaviour will be met with an immediate consequence.
- Major behaviours directed at teachers will immediately warrant formal sanctions.

Suspension
- Suspension from school is at the discretion of the principal.
- Suspension from school is a response to intense inappropriate behaviour.
- Protocols for suspension may include:
  - Notification to parents of proposed suspension
  - Notification of suspension to student
  - Notification of suspension to parents
  - Notification of immediate suspension - opportunity to be heard
  - Brisbane Catholic Education suspension advice

Exclusion
- Exclusion from school is at the discretion of the Executive Director.
- Exclusion is sought when other avenues of intervention have failed.
- Pro formas are completed by the Principal and forwarded as per Brisbane Catholic Education Student Behaviour Support Policy.

Re-entry Consultation
- The purpose of the re-entry consultation is for the student to understand and agree to the behaviour required for the student to remain at school.
- A meeting is scheduled with parents/carers and student.
- The student resumes classes after a successful re-entry meeting.
- Meeting Procedure:
  - Being the Best Person I Can Be (YrK-1) “Making things better by fixing the problem and moving on.” (See above “Dimension 2” for detail)
  - Reflection, Repair and Restitution (Yr 2-7) “Making things better, paying back and moving on.” (See above “Dimension 2” for detail.)

² Student Behaviour Support, Regulations and Guidelines, Catholic Education Archdiocese of Brisbane, 2013
8. Appeals process/ Grievance process
Priorities of Grievance Procedures: The aggrieved party is encouraged to voice their concern appropriately and quickly so a timely resolution can be achieved. Where appropriate, the aggrieved party should seek to resolve a difficulty themselves, by contacting the appropriate staff member and attempting to negotiate a mutually agreeable outcome.
- For classroom issues, contact the class teacher and if you are not completely satisfied contact a member of the administration team.
- For school issues, contact a member of the administration team.
If the aggrieved party is not satisfied with the outcome of informal and direct attempts to resolve the issue, or they feel that the issue cannot be resolved without assistance, they should proceed to the formal grievance procedure.
- Lodging a Formal Grievance: A formal grievance should be lodged if a party has an honest belief that they or their children, have been adversely affected by a decision or action and attempts to resolve the issue informally have been unsuccessful.

\[\begin{array}{|l|}
\hline
\text{Step 1: Phone to make an appointment with class teacher or member of the Administration team} \\
\hline
\text{Step 2: Contact will be made within 48 hours of receipt of the grievance by the class teacher or a member of the Administration Team} \\
\hline
\text{Step 3: Further steps will be taken to enable resolution to be reached. Appropriate action will be promptly initiated possibly including, but not limited to: making enquiries, informing other parties or persons that a grievance has been lodged, referring the grievance to the appropriate person, conducting an investigation, reviewing the action or decision central to the grievance} \\
\hline
\text{Step 4: Any investigation will be thorough and fair and all parties will have the opportunity to be heard. The content of the grievance is to be kept confidential by all parties involved in the grievance or the resolution process. Any person with direct or indirect knowledge of the grievance may not discuss the matter with any other persons without formal permission} \\
\hline
\text{Step 5: The aggrieved party will be contacted to inform them of the action taken} \\
\hline
\end{array}\]

(OLW GRIEVANCE PROCEDURES, 2013)

9. Network of student support and consideration of individual circumstances
- The school will engage the advice of the Guidance Counselor with student behaviour that becomes more frequent and intense.
- We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.

10. Data collection
- Referrals made to the Principal, these are documented on OLW Incident Report.
- Referrals are filed in Student files in Principal’s office
- Electronic student files are housed with the Principal.
- These may include behaviour agreements, correspondence with parents/carers
- Responses/Consequences to an incident are indicated the referral document
- Data from referral is transferred to a year calendar, to measure:
- Frequency/ rule compliance
- intervention success rates
WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

11. Links to BCE policies/guidelines
   - BCE Student Behaviour Support Policy
   - Student Behaviour Support Guidelines, Regulations and Procedures
   - Management of Weapons in Schools
   - Management of Police Investigations in Schools
   - Management of Drug related Incidents in Schools
   - Management of Social media in schools
   - Management of Bullying

12. Some related resources
   - Positive Relationships Policy – School Board
   - Whole School Pedagogy
   - Play is the Way, Wilson McCaskill, 2011
   - Code of Conduct – Catholic Education Archdiocese of Brisbane – Employees

13. Appendices
   - Incident Report
   - What is Play is the Way? – Volume 1 Play is the Way, Wilson McCaskill, 2011, Greenwood, WA, Pty Ltd, Australia. P.1
   - Where are you strategy?
     - The school rule for the week or Poster is drawn with a horizontal line. Student is asked to indicate how far away they are from the poster/rule.
     - Student tells what they did to get there.
     - Student and teacher work out what they need to do to get back in.
     - Student monitored
   - Apology
   - Flow chart example
   - Coaching example
     - Solo taxonomy used with PITW poster to show learning intentions and provide success criteria.
     - Student is monitored over period of time (e.g. daily/ every 2 days/weekly)
     - Feedback is provided.
   - Reflection Sheet – Helping you be strong and take charge of your own behaviour
   - Social Autopsy
     - Specifically used with ASD students
   - Reflection & Repair
   - Being the best person I can be (P-1))
   - Reflection, Repair and Restitution (Yr2-7)
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Name</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Type of infringement: (tick)**

**Minor Behaviour Infringement: (e.g.)**
- Inappropriate language
- Misuse of property
- Unwanted verbal, physical or emotional advances

**Major Behaviour Infringement: (e.g.)**
- Abusive, profane, sexualised language
- Substantial damage or vandalism to property
- Harassment/Bullying over time

- Failure to respond to adults directions
- Disrupting the learning environment
- Persistent failure to respond to adult directions
- Fighting / physical aggression;
- Disrupting the learning environment

**Describe what happened – dot points, facts only.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Action taken – minor infringement</th>
<th>Follow up:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where are your strategy?</td>
<td>Processes for the aggrieved? – see Student behaviour Support plan</td>
</tr>
<tr>
<td></td>
<td>Time in – staying with the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time out: Movement to another classroom: Parents/carers notified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection Sheet – Helping you be strong and take charge of your own</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents/carers notified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection &amp; Repair</td>
<td></td>
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<tr>
<td></td>
<td>Being the best person I can be (P-1)</td>
<td></td>
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<tr>
<td></td>
<td>Reflection, Repair and Restitution (Yr2-7)</td>
<td></td>
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<tr>
<td></td>
<td>Classroom/playground detectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flow chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solo Taxonomy &amp; PITW poster</td>
<td></td>
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<tr>
<td></td>
<td>Coaching – John/Jo</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Action taken – major infringement</th>
<th>Follow up:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Parents/carers notified</td>
<td>Processes for the aggrieved? – see Student behaviour Support plan</td>
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<td>Coaching</td>
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</tr>
<tr>
<td></td>
<td>Detention Withdrawal from classroom/playground</td>
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<tr>
<td></td>
<td>Suspension: Internal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suspension: External</td>
<td></td>
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<tr>
<td></td>
<td>Exclusion</td>
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WHAT IS
PLAY IS THE WAY®?

PLAY IS THE WAY® is a practical methodology for teaching social and emotional learning using guided play, classroom activities and an empowering language – behaviour education using wisdom, not force.

PLAY IS THE WAY® is suitable for primary school children of all ages, abilities and ethnic backgrounds. No particular sporting or athletic ability is required to successfully participate.

The games program is a cross-curricular tool for social and emotional learning. Typically, students participate in 4 x 20 minute games sessions per week for every week of the school year, for every year of primary school.

PLAY IS THE WAY® FOUNDER & CREATOR

Wilson McCaskill’s theatre training lies at the heart of his belief in the power of play for social and emotional learning.

His West Australian acting school and performance company served, for over 20 years, as the laboratory for the development of much of the methodology that is PLAY IS THE WAY® today.

Wilson is a hands-on practitioner with a deep commitment to guiding children in the development of positive social behaviour. He maintains a busy schedule of professional learning workshop in Australia and New Zealand and continues to work with children to ensure the efficacy of PLAY IS THE WAY®.

“Let us raise children to be considerate of themselves, others and the world in which they live, with sound reasons for the things they say and do... from this, all else will follow.”

Wilson McCaskill
1. Keep my hands and feet to myself.
2. Don't touch people.
3. Don't be the cruel thing he told me.
4. Don't push them. Just remember the purple poster and don't do anything when people are annoying you.
APOLOGY -

Dear

I'm sorry for ....

I was feeling ....

because ...

It would have been better if I

To earn back your trust and respect I will

Signed:  Date

Saying sorry is the first step of wanting to make things better.
### Learning happens – I get smarter.

**Success**
- Refusal: 1 hour in office and
- 3 consecutive break time coaching sessions

**Success**
- Refusal: Internal Suspension: 1, 2 or 3 days

**Success**
- Refusal: External Suspension 1-10 days

**Success**
- Refusal:
  - 1st Break in office (if in 1st Session 8.30-10.30 or 3rd Session 1.40-2.50pm)
  - 2nd Break with Mr P (if refusal is in 2nd session 11.10-1.10pm)

**Success**
- Refusal:
  - TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU

**Success**
- Refusal:
  - If someone is unlike you, seek to understand them.

**Success**
- Refusal:
  - 5-10 minutes
  - Snoozlan Room is Mrs D, or Mrs SP or Mr P available or
  - 5-10 minutes
  - Calm time – outside the classroom or
  - 5-10 minutes at My Tree

**Immediate 'OUT'**
- Disrespectful comments to class teacher, school officer, or class.
- Throwing belongings on the floor.
- Physical violence
- High grade non-compliance.
- Refusal to follow a direction

---

**My Goal:**
Pursue your personal best no matter who you work with.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Class</th>
<th></th>
</tr>
</thead>
</table>

I need help to pursue my personal best no matter who I work with.

I pursue my personal best no matter who I work with if I am prompted or directed.

I use several strategies to pursue my personal best no matter who I work with but I am not sure when and or why to use them.

(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)

I use several strategies to pursue my personal best no matter who I work with and I know when and why to use them.

 strategic or purposeful use of strategies – knows why and when.

I use several strategies to pursue my personal best no matter who I work with and I know when and why to use them.

I can teach others to pursue their personal best no matter who they work with.

I act as a role model for others to help them pursue their personal best no matter who they work with.

I seek feedback on how to improve my personal best no matter who I work with.

Effective Strategies
[Insert strategies suggested by students and teachers]

Be friendly.

BXBNOX, BSBNOS, BAHNOK, BBNOTA.

Smile – say kind things.

---

NEW TO TASK

<table>
<thead>
<tr>
<th>TASK Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right/wrong</td>
</tr>
<tr>
<td>Get more information</td>
</tr>
<tr>
<td>Build core surface knowledge – reteach</td>
</tr>
</tbody>
</table>

SOME PROFICIENCY

<table>
<thead>
<tr>
<th>PROCESS Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships among ideas – what is this like?</td>
</tr>
<tr>
<td>How do you know there is a social error?</td>
</tr>
<tr>
<td>What did you do because of an error?</td>
</tr>
<tr>
<td>Have you tried?</td>
</tr>
</tbody>
</table>

HIGH PROFICIENCY

<table>
<thead>
<tr>
<th>Self-Regulation Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you willing to invest effort into getting &amp; dealing with feedback from your teacher?</td>
</tr>
<tr>
<td>How could you do this?</td>
</tr>
<tr>
<td>Where are you starting in the solo taxonomy – where did you end up?</td>
</tr>
<tr>
<td>How confident are you in being able to get there?</td>
</tr>
<tr>
<td>When have you been successful? Not successful?</td>
</tr>
<tr>
<td>What can you do to seek help?</td>
</tr>
</tbody>
</table>
1. My weak decision:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. How does this decision affect my school/class community:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. How does it affect me:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. What simple step/s can I take to make things better:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

Teacher __________________________ Date ________________________
Parent/Guardian ____________________ Date ________________________
Social Autopsy:

What happened?

What was the social error?

Who was hurt by the social error?

What should be done to correct the error?

What could be done next time?
AWARENESS OF OTHERS

A. Write down the names of the people affected by your inappropriate behaviour:


B. Write down two things about each person that makes them a valuable member of your class and our school:


SAYING SORRY

Dear 

I'm sorry for 

I was feeling 

because 

It would have been better if I 

Signed: Date: 

BELONGING TO A COMMUNITY

Write down three things about yourself that make you a valuable member of your class and school community


You are a valuable member of our school and we ask you to behave in a way that keeps us all safe and protects our community.

Teacher Date
Parent/Guardian Date
BEING THE BEST PERSON I CAN BE (Yr K-1)
Making things better by fixing the problem and moving on (page 1 of 2)

Name: ______________________  Class: ______________________
Date: ________________  Time started: ________________  Time Completed: ________________

BEING AWARE OF OTHERS AROUND ME

A. Who did this happen to? Who was involved?

B. How do they help to keep our class safe and strong?

BEING THE MASTER OF MY FEELINGS AND ACTIONS BY Fixing THE PROBLEM AND MAKING THINGS BETTER.

A. What do you think that person or people are thinking about you?

B. What did you say or do to make them think like this?

C. What are you thinking about yourself?

D. How can you try to fix this? What can you do to make them think better of you?

BEING THE MASTER OF MY FEELINGS AND ACTIONS BY MOVING ON.

A. What do you think they think about you now?

B. What do you think about yourself now that you have tried to fix the problem?

C. How do you think they feel now?

D. How do you feel now?
| Name: ___________________________ | Class: ___________________________
| Date: ___________ | Time started: ___________ | Time Completed: ___________ |

### AWARENESS OF OTHERS

| A. Write down the names of the people affected by your inappropriate behaviour: |
| ________________________________________________________________ |
| ________________________________________________________________ |

| B. Write down two things about each person that makes them a valuable member of your class and our school: |
| ________________________________________________________________ |
| ________________________________________________________________ |

### ACCEPTING RESPONSIBILITY

What rights of the other person/s were abused by your inappropriate behaviour?

| The right to ___________________________ |
| ________________________________________ |
| The right to ___________________________ |
| ________________________________________ |
| The right to ___________________________ |
| ________________________________________ |
| The right to ___________________________ |
| ________________________________________ |

### UNDERSTANDING & AGREEMENT

| A. What school rule/s did you break with your inappropriate behaviour? |
| ________________________________________________________________ |
| ________________________________________________________________ |

| B. Explain why each rule is necessary. |
| _____________________________________ |
| _____________________________________ |
| _____________________________________ |

*The Golden Rule: Treat others as you would like them to treat you*
EARNING BACK RESPECT & TRUST

What will you do, for the others, to show them that making things better between you is necessary and important? Find something to do that is worthwhile, helpful and takes time and effort on your part.


SAYING SORRY

Write a sincere apology to each person affected by your inappropriate behaviour. Choose your words carefully. It is important they accept your apology. Write your name at the end.

Dear

I'm sorry for

I was feeling

because

It would have been better if I


Signed ___________________________ Date ___________________________

Saying sorry is not an act of weakness, but rather one of having the courage to admit error and the noble desire to initiate repair. And saying sorry is more often than not, an act of great giving.
BELONGING TO A COMMUNITY

Being a valuable member of a community takes:

- Consideration of yourself and others
- Reasoned and responsible behaviour
- Respect
- Courage
- and the commitment to stick to the values our school community believes in and behave in a friendly way to others.

Write down three things about yourself that make you a valuable member of your class and school community

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

You are a valuable member of our school and we ask you to behave in a way that keeps us all safe and protects our community.

Dear Parent/Guardian,

By signing this form you agree to your child participating to earn back the “Respect and Trust” of the people affected

Teacher ___________________________________ Date ________________

Parent/Guardian __________________________________________ Date ________________