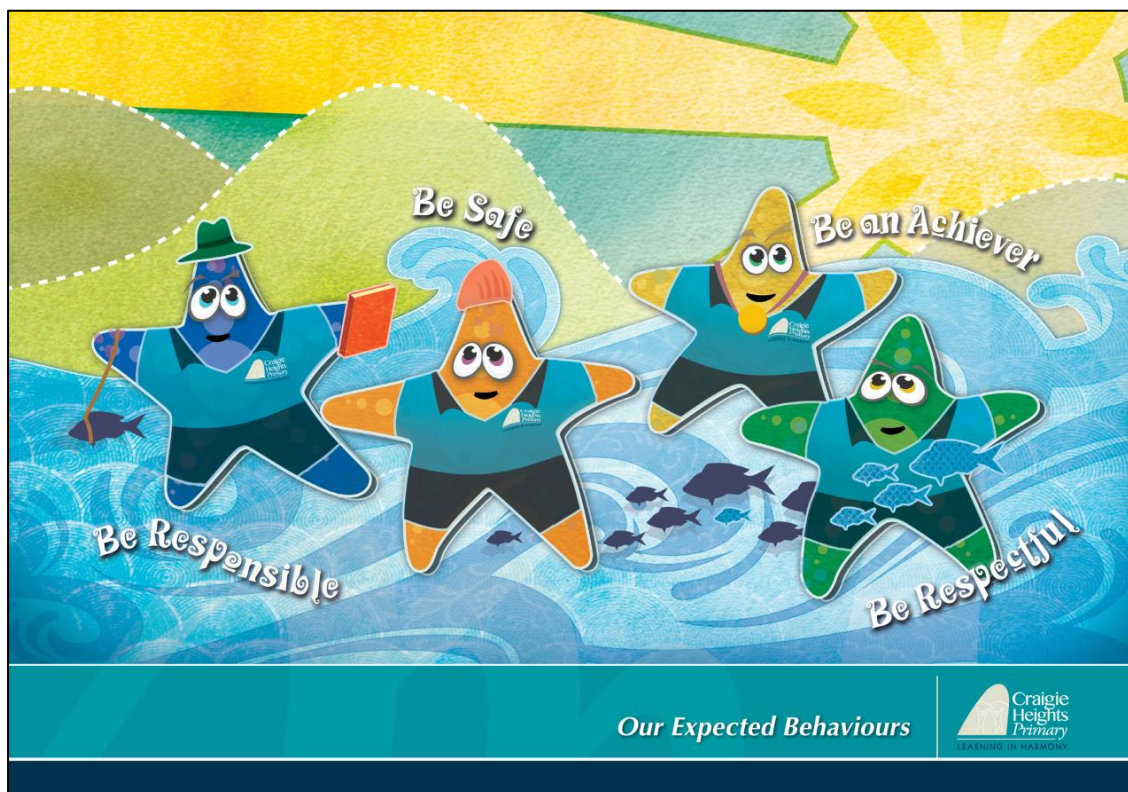


Plan for Whole School Positive Student Behaviour Support 2024



Craigie Heights Primary School Expected Behaviours are:

- **Be Respectful**
- **Be an Achiever**
- **Be Safe**
- **Be Responsible**

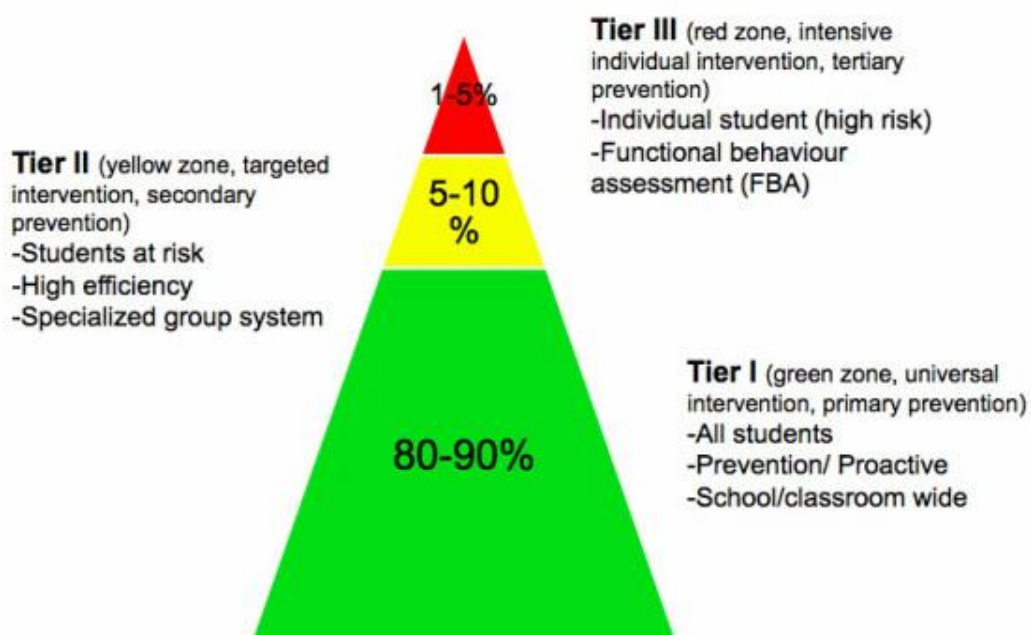
Our expected behaviours help us to achieve the school vision:

At Craigie Heights Primary School we strive to inspire every student to achieve their personal best through learning, living and playing in harmony.

Positive Behaviour Support (PBS) is a positive school-wide approach to behaviour management. It builds on and integrates a range of existing strategies to improve behaviour, learning and safety. It's a proactive approach whereby expected behaviours are explicitly taught, allowing students to make better choices. PBS views inappropriate behaviour in the same manner that problems in reading or mathematics are viewed, as a skill deficit. When a skill deficit exists we must teach the appropriate skill. PBS is an evidence-based approach which focuses on early intervention and emphasises self-discipline.

The purpose of PBS is to support the school vision and encourage ownership from the whole school community to develop:

- A positive, respectful culture, which supports a safe learning community;
- A common, shared language to encourage expected behaviour, that is explicitly taught and monitored;
- Clear expectations and a consistent approach to support achievable goals valued by the wider community; and
- Citizens who are equipped to make positive and confident choices now and in the future.



The 'Student Behaviour Policy' (Department of Education) Policy 2016 states that the school's Plan for Whole School Positive Student Behaviour Support must include:

- 1.0 A school code of conduct stating the behaviours that students are required to learn and maintain at school.
- 2.0 The roles and responsibilities of staff in implementing whole school behaviour support
- 3.0 Teaching and classroom management strategies that support positive student behaviour including:
 - 3.1 The management of the school environment to promote positive student behaviour
 - 3.2 The school's strategy for communicating to parents on student behaviour
 - 3.3 The school's strategy for deciding on the application of disciplinary measures
 - 3.4 The school's approach to coordinating with external agencies where required
- 4.0 Measures to address:
 - 4.1 All forms of bullying
 - 4.2 Aggression
 - 4.3 Drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education
 - 4.4 The presence of weapons on school sites
 - 4.5 Risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with the cumulative harm from child maltreatment
- 5.0 The rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules
- 6.0 The strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

1.0 A school code of conduct stating the behaviours that students are required to learn and maintain at school.

Expected Behaviours Matrix & Procedures

These expectations and procedures are a vision of responsible student behaviour and social competence. Agreed upon expectations and procedures promote consistency across staff through a common language and assists educators to be proactive in recognising students behaving responsibly. The systematic teaching of the expected behaviours and procedures must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practise, and feedback. Lesson plans, teaching schedules and special activities and events will be ongoing to guide the teaching of the expected behaviours and procedures.

Craigie Heights Primary School Expected Behaviours Matrix

At Craigie Heights Primary School we strive to inspire every student to achieve their personal best through learning, living and playing in harmony.

	Be Respectful	Be Responsible	Be an Achiever	Be Safe
In the classroom	<ul style="list-style-type: none"> • We follow instructions • We are whole body listeners • We care for all equipment • We include everyone • We are kind and encouraging to others • We use our manners • We raise our hand and wait 	<ul style="list-style-type: none"> • We are organised and prepared • We are punctual • We stay on task • We are honest • We consider the consequences of our behaviour • We take pride in our work • We ask for help when needed 	<ul style="list-style-type: none"> • We always do our best • We are enthusiastic about learning • We ask questions and seek feedback • We are persistent • We stay focused and engaged • We set and work towards our goals 	<ul style="list-style-type: none"> • We keep our hands and feet to ourselves and walk in learning areas • We are cyber safe • We report unsafe behaviour
Outside the classroom	<ul style="list-style-type: none"> • We include others in our games • We respect all property • We think of other people's feelings • We consider others personal space • We use manners • We tidy up after ourselves 	<ul style="list-style-type: none"> • We stay within boundaries • We report unsafe behaviour • We wear the correct uniform • We think about others before we act • We are accountable for our actions • We dispose of rubbish sustainably using landfill bins, 	<ul style="list-style-type: none"> • We listen to and follow teachers' direction • We are good role models to others • We respect differences • We take risks 	<ul style="list-style-type: none"> • We keep our hands and feet to ourselves • We play with all equipment in a safe manner • We look out for others • We make safe choices • We report bullying to an adult

		worm buckets and paper bins • We use toilets responsibly		
In the community	<ul style="list-style-type: none"> • We are polite and well mannered • We show good sportsmanship • We treat others of the community with respect and kindness 	<ul style="list-style-type: none"> • We wear our school uniform with pride • We are role models • We do the right thing, even when no one is watching 	<ul style="list-style-type: none"> • We share ideas • We promote and support fundraising activities and community events • We help and include others • We model expected behaviours • We forgive others and ourselves 	<ul style="list-style-type: none"> • We follow community rules and expectations • We talk to an adult we trust about things that don't feel right • We help others when they are in need • We make safe choices • We are road wise • We are cyber safe

Procedures (Appendix C)

- In the classroom
- Outside the classroom
- In the community

2.0 The roles and responsibilities of staff in implementing whole school behaviour support

2.1 Administrators' role:

- Maintain and support the PBS team.
- Ensure all teachers consistently implement the Expected Behaviours Matrix and whole school procedures.
- Support teachers with implementing the Student Behaviour Referral Process.
- Ensure that the Expected Behaviours Matrix, whole school procedures and Student Referral Process are visible around the school and disseminated to the school community.
- Ensure that IBP / Risk Management plans are in place for students at risk with severe behavioural problems, including students who are at risk of suicidal behaviour and/or non-suicidal self-injury.
- Ensure that suspensions and exclusions are end of the line management practice and utilised in accordance with Department of Education policy.
- Review Plan for Whole School Positive Student Behaviour Support at least annually, and whenever school data indicates the need; and
- Report, at least annually, to the school board on the school's performance in behaviour support.

2.2 Teachers' role:

- Participation of all staff members in the development, implementation and review of the school's Plan for Whole School Positive Student Behaviour Support.
- Establish a positive classroom/school environment.
 - Be caring, kind, fair but firm.
 - Be polite and expect politeness.
 - Model respectful, courteous and honest behaviour.
 - Be thoroughly prepared.
 - Ensure that the school environment is kept neat, tidy and secure.
- Establish positive relationships with students, parents and other staff.
- Explicitly teach, monitor, reinforce, remind and reteach the expected behaviours listed in the Expected Behaviours Matrix and whole school procedures and consequences.
- Display posters in strategic places to highlight the expected behaviours and procedures.
- Follow the steps outlined in Student Referral Process.
- Report student progress and concerns to parents.
- Teaching staff must keep records of student behaviour that include:
 - Name of student;
 - Description of the behaviour;
 - Reasons for selecting management strategies, including the dates and times; and
 - Relevant parent contact and any outcomes of consultation with parents.
- Teaching staff must ensure that parents and students are aware that the school will use records regarding behaviour when preparing reports to support:
- The consultation process with parents;
 - Referral to student support services within the school or district;
 - Referral to outside agencies; or
 - A recommendation for an exclusion order from school.
- Deliver a curriculum that is relevant to individual needs.
- Utilise Buddy classes where senior students help junior students in a range of teaching and learning activities.
- Celebrate successes, whether it be good behaviour or good work.
- Establish and maintain an IBP for students who reach that part of the process.

2.3 Student Leaders' role:

- Student Councillors will explicitly explain key expected behaviours and procedures at each assembly.
- PATHs Rangers: these students will be responsible for distributing the starries to classes, ensuring the PBS signage is up around the school, counting the faction points and Dojo points and explaining the fortnightly focuses at assemblies and over the PA.

2.4 Students role:

- To display expected behaviours and follow procedures.

2.4 Parent's role:

- To support the student's Positive Behaviour Support plan.
- To discuss concerns with their child's teacher.

3.0 Teaching and classroom management strategies that support positive student behaviour including:

3.1 The management of the school environment to promote positive student behaviour

Encouragement Systems

The PBS fundamental message is to promote positive behaviours. These behaviours need to be monitored and rewarded accordingly. The Craigie Heights PS encouragement system is based around the idea for being generous and paying it forward. It was developed in conjunction with the Philanthropy committee, staff and students.

Faction Reward

Students earn points for their faction by exhibiting our expected behaviours. Points are collated from the collection of Dojo points (free & frequent tokens), being awarded an Honour Certificate and wearing your faction t-shirt on their Physical Education day.

When a faction has accumulated 5,000 points they receive extra bonus play time, 10,000 points results in a prize chosen by the PBS Committee, 15 000 points results in a fundraiser for a charity in line with our philanthropy policy and 20 000 points for a Term 4 reward activity.

Dojo Points & Harmony Awards

Dojo Points are distributed to students using tokens when they're exhibiting our expected behaviours. These are collected on the Class Dojo website within the classroom accounts and are counted towards the Faction points each week. Each term students will have the chance to win an invitation to a 'Pizza with the Principal' lunch. Students will receive invitations based on their Dojo points for reasons selected by the PBS Team. Students who attend the lunch will be inducted into the PBS Hall of Fame for the year & their photo will be displayed in the Hall of Fame window. At the end of the year, all Hall of Fame members will be presented with a certificate & prize at the final assembly.

Harmony Awards (Appendix D) will be rewarded when students demonstrate the PBS Fortnightly Focus behaviour. The Harmony Awards are collected, counted towards students Dojo points and placed in a barrel. At each assembly two students are drawn out, these two people receive a prize, large certificate and have their name published in the newsletter.

Set-Up and Reset Week- see information (Appendix E)

In Week 1 and Week 7 of each term, teachers will explicitly teach the expected behaviours and PBS procedures to ensure a safe and supportive classroom environment. Teachers will display Set-Up week posters in Week 1 and Reset week posters in Week 7 on classroom doors. Teachers will teach the procedures, outlined in our Behaviour Matrix (Appendix F), for each expected behaviour for inside the classroom, outside the classroom and in the community at point of need. During these weeks the value of Dojo points will triple and classrooms from both Junior and Upper primary who have had the most points awarded during those weeks will receive a certificate and prize for their class.

Fortnightly Focuses- Each fortnight, teachers will explicitly teach one of the expected behaviours to their classes. PowerPoints and activities for this will be provided by the PBS Committee and will be found on Teams in the PBS folder.

Certificate of Commendation – see Information (Appendix G)

Honour Certificates

Assembly honour certificates handed out each fortnight at the assembly needs to reflect one of the key expectations.

3.2 The school's strategy for communicating with parents on student behaviour

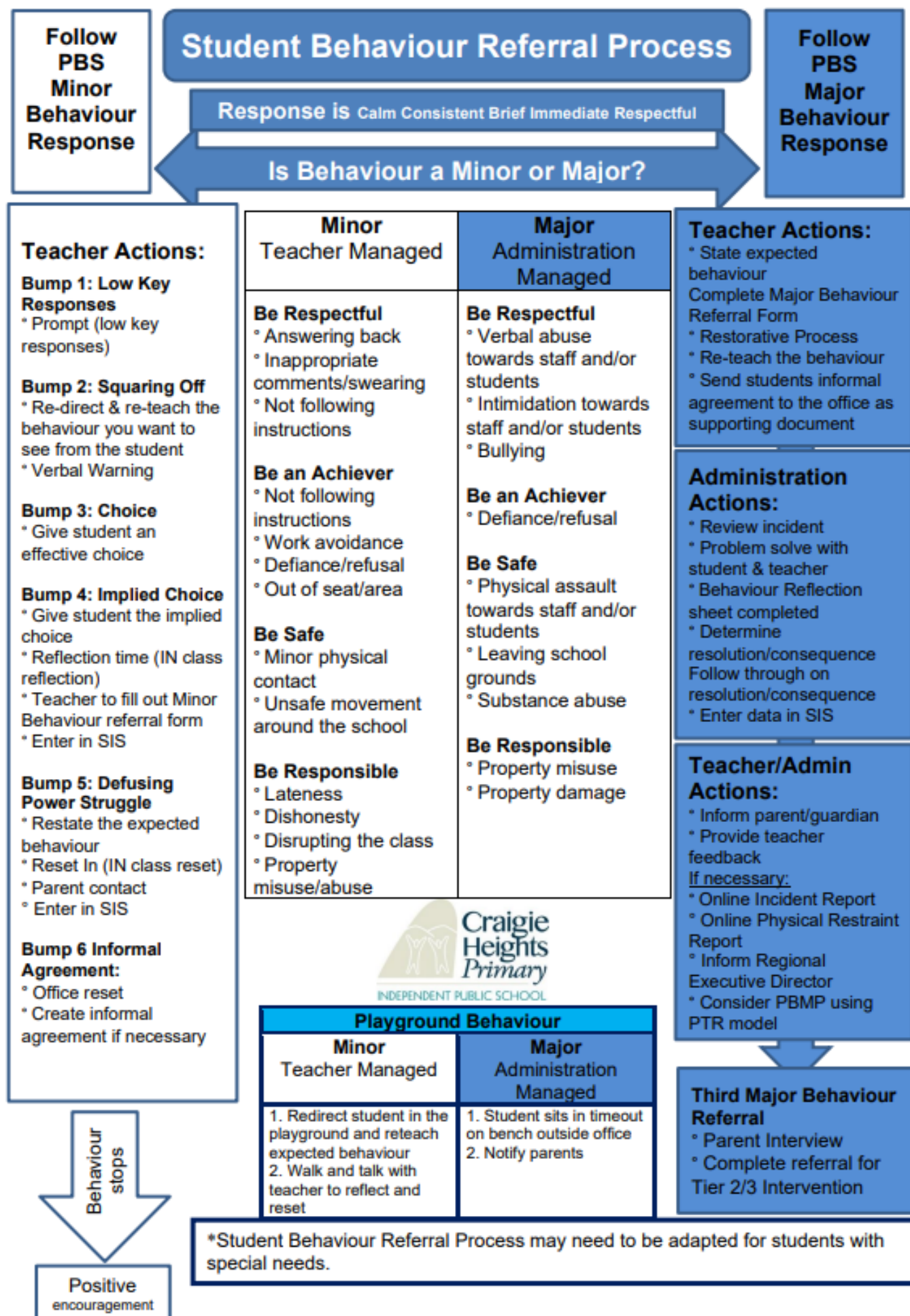
The school's strategy for communicating with parents on student behaviour:

- Begin the year with a class meeting, inviting all parents to develop a positive relationship (to be held within the first few weeks).
- Contact parents on an individual basis e.g. interviews, notes, newsletters.
- Include regular positive parental contact.
- Honour Certificates presented at assemblies for social and academic achievements.
- Harmony Awards are rewarded to students who display our expected behaviours.
- Information regarding the school's processes outlined in the newsletter and available on the school's website.
- PBS Parent Handbook to be given to all new enrolments and Kindy parents.

3.3 The school's strategy for deciding on the application of disciplinary measures

Student Behaviour Referral Process

Unproductive behaviour requires feedback and should be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. Responses, such as prompt, re-direct, re-teach, provide choice, counselling and educative consequences, will effectively address student misbehaviour.



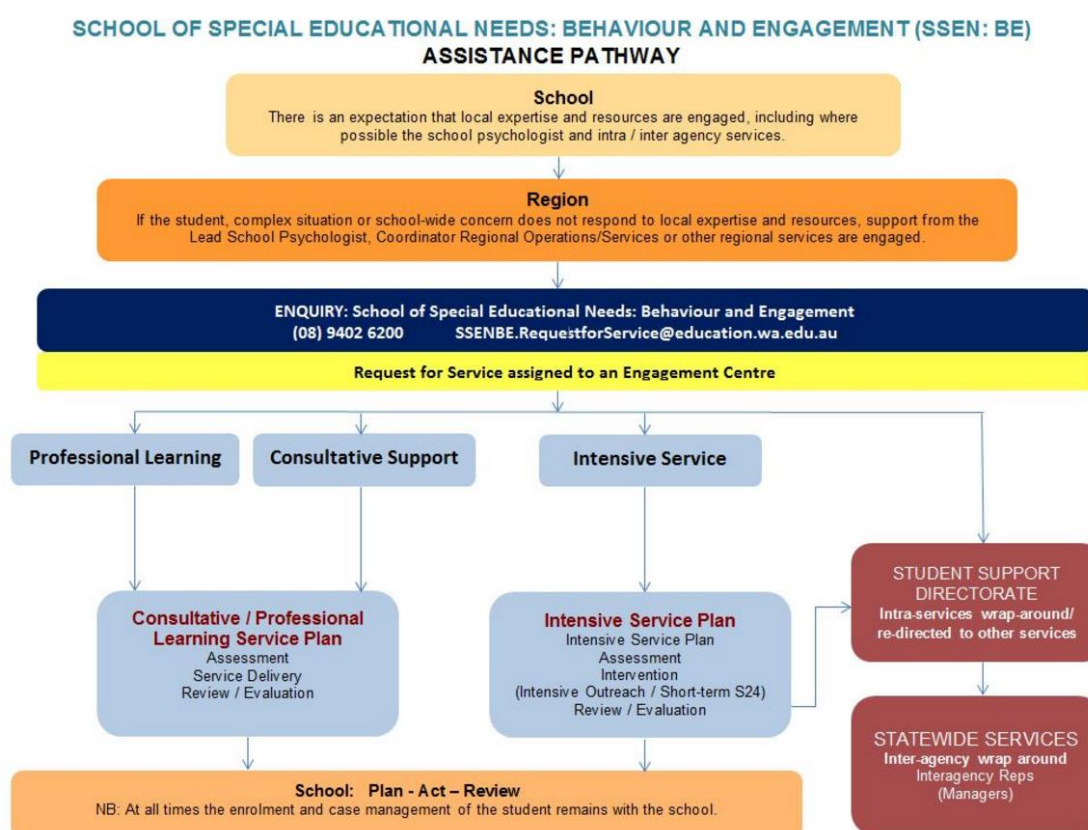
Minor Behaviour Referral Form (Appendix A)

A Minor Behaviour Referral Form will be issued to a student who continues to display inappropriate behaviour, after a variety of strategies have been implemented. A white form will be handed out to students in their home classrooms. Green forms will be issued in specialist classes. This form is not a punitive device; it is used to track student behaviour and will be used for data collection purposes.

Major Behaviour Referral Form (Appendix B)

This is a blue form and will indicate an Office Discipline Referral. Major behaviours will be dealt with by administration staff. A continuum of responses to misbehaviour provides administration staff with the tools, including a 3 minute restorative reflective process, to effectively respond to and change student misbehaviour.

3.4 The school's approach to coordinating with external agencies



4.1 Measures to address all forms of bullying

Bullying or any form of harassment will not be tolerated in this school. It is everyone's responsibility to prevent it from happening. Every individual has the right to belong and feel safe within a positive learning environment at a school.

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying

Promoting resilience and children's wellbeing through building healthy, respectful and positive relationships is an important focus. The Western Australian Pre-Primary to Year 10 Health and Physical Education curriculum features a clear focus on students learning to make healthy decisions and choices and to take actions to promote their own health, safety and wellbeing. This includes students learning how to seek help and keep themselves safe, developing assertiveness skills and acquiring the strategies necessary to identify risks to their safety and health, and to minimise and manage conflicts in a range of relationships.

Craigie Heights Primary School has a Pastoral Care program (including Chaplain, Buddy System, and School Psychologist) with proactive strategies to help prevent harassment and bullying. These resources also support both students who bully and those who have been bullied.

Procedures for dealing with bullying

Teacher's Role:

- Preventing bullying through promoting a positive whole-school culture based on values agreed to by the whole school community PBS/PATHS
- Intervening early in suspected or identified bullying issues and communicating clearly with all involved
- Responding to bullying incidents with approaches which have been shown to be effective. Restorative Practice, PATHS, No Blame Approach, Building Empathy
- Following the Student Behaviour Referral Process. Recording incidents is vital to enable identification of patterns of behaviour and consistent approaches from all staff.

Student Support:

Support will be provided for students who are witnesses or victims of bullying and harassment by the following:

- Classroom teacher
- Parents contacted
- School Chaplain
- School Psychologist
- Other outside agencies as required.

Proactive Strategies

- Promoting Alternative Thinking Strategies (PATHS) which is a research based, developmental curriculum designed to promote social and emotional competence in children from Kindergarten to Year 6 using a whole-school approach
- A focus on being a telling school
- Use of the newsletter to focus on social skills
- Use of School Volunteer Program to mentor identified students, developing a positive self-esteem
- Creation of a bullying brochure
- Use of the strategy of tracking students at recess breaks by the Administration staff

- School Chaplain to support students to develop a positive sense of self.
- Anti-Cyber bullying program
- Provide ongoing PL for staff through the portal and connect.
- Positive Parenting Program
- Utilise the Bullying. No Way! website resources
- Utilise School Drug Education and Road Aware (SDERA) resources
- Blue Earth activities
- Kagan cooperative structures and games

Contact information

Complex Learning and Wellbeing

Statewide Services Centre

T: 9402 6133

4.2 Measures to address aggression

- Teachers have a duty of care towards all students and are required to ensure a safe learning environment. On occasions, challenging and violent behaviour from some students will compromise safety and the opportunity for other students to learn. Craigie Heights PS staff will develop behaviour support and risk management plans for students who present with such challenging behaviours.
- Staff understand their responsibilities in managing student behaviour in line with legislation and policy.
- Restrictive practices, such as restraint, should only be used as a last resort and be part of a documented plan.
 - Key staff members are properly trained (Team-Teach) in violence de-escalation and restraint techniques where the use of physical action is necessary to protect the safety of the student or others.
 - All staff understand and implement early intervention and de-escalation scripts.

Process for Violent Behaviours

- If the incident is urgent, critical and dangerous, contact the police through the school principal.
- Ensure safety for other students and staff.
- Investigate the incident.
- In such cases, and in all other cases where restraint is used, submit an online incident notification.
- The Principal is required to suspend students who;
 - start a fight,
 - make physical contact with an intention to harm,
 - video a fight on or near the school grounds.
- Consult with the parents, the school psychologist and the student services/support specialist to develop a documented plan.
- Contact the Lead School Psychologist or the Behaviour and Attendance teams in the Education Region office for advice.
- Communicate this plan with all teachers and staff who work with the student.

- Monitor the plan regularly and adjust as required.

Good Standing Policy

We believe that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. These choices impact academically and socially on themselves and others.

The Good Standing Policy is part of, and works in conjunction with, the whole school Behaviour Policy. Craigie Heights Primary School's Good Standing Policy provides a framework for the community to help students meet the expected behaviours. Together we can help our students become outstanding members of society.

The process embedded within good standing requirements are underpinned by the following key principles of restorative practice:

- Positive interpersonal relationships are a major influence on behaviour.
- A culture of care supports all individuals in the school community.
- Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.
- A restorative approach leads to individuals taking responsibility for their behaviour.

Craigie Heights Primary School staff believe we all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence. It is vital that the school community builds a culture of positive behaviour that values students' strengths, abilities and diversity. Staff use a restorative approach that focuses on building a culture of positive behaviour and values the safety of all members of its community. The school aims to build student empathy and support self-regulation.

Considerations

The school has systematic plans and implements reasonable adjustments to teach and support positive behaviours for all students, including students with complex needs. Staff are trained in CMS and Positive Behaviours and the school seeks available regional and system-level specialist services and supports as required.

Maintaining Good Standing

All students start with Good Standing. Good Standing recognises and rewards the efforts of individual students who consistently embrace the values of respect, responsibility, being safe and caring, and being an achiever.

This is maintained by:

- ✓ Following the Craigie Heights Primary School expected behaviours in accordance with the CHPS Behaviour Policy
- ✓ not being involved in any major breaches, including but not limited to:
 - threatening, intimidating or any verbal abuse of other students or staff
 - physical abuse of other students
 - physical abuse of staff

- ✓ not be involved in the misuse of technology, including but not limited to: engaging in cyberbullying, incorrect usage of an explicit nature
- ✓ not purposely damaging property
- ✓ not showing persistent defiance or refusal
- ✓ not disrupting the good order of the school

Loss of Good Standing

A student loses Good Standing after a breach, or series of breaches of the school behaviour expectations, including but not limited to those above.

A student automatically loses Good Standing as part of their suspension.

Regaining Good Standing

Students will regain their Good Standing on a case by case basis, typically after negotiation with Administration. A preliminary period of 10 school days is given but may be adjusted by the Principal.

As part of the process to regain Good Standing, the Craigie Heights Primary School “Return to Good Standing Monitoring Sheet” will be used to track student progress during this time. If students breach the behaviour expectations during the 10 day school attended period, the time may be added on the period to ensure the ten days are completed, free from infractions.

Regaining Good Standing supports students to:

- ✓ rebuild and repair relationships
- ✓ reflect on their actions and consider the perspectives of others
- ✓ reduce a recurrence of the behaviours of concern
- ✓ follow a clear and achievable pathway to regain good standing

Parent Contact Regarding Good Standing

All parents/guardians will be informed about Good Standing through our school website, school Connect page and through newsletters. The policy is available to parents/guardians at all times.

Students who lose their Good Standing will have their parents/guardians contacted to discuss their loss, how to regain it, and what specifically their child will miss out on as result. When a student regains their Good Standing, their parents/guardians will be notified.

Loss of Activities/Privileges

During the 10 day period (or period decided by the Principal), the student will lose the ability to participate in non-curricula activities.

Non-curricula activities include, but are not limited to: incursions, excursions, class-based or whole-school reward activities, interschool events, special clubs, camps, P&C events, and other social activities as determined by the Principal.

If a Year 6 Leader (student councillor, faction captain, choir captain, paths ranger, reconciliation leader etc) loses their Good Standing, they will lose the privilege to represent their school and complete their role until their Good Standing is regained.

Any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Contact information

Behaviour and Attendance

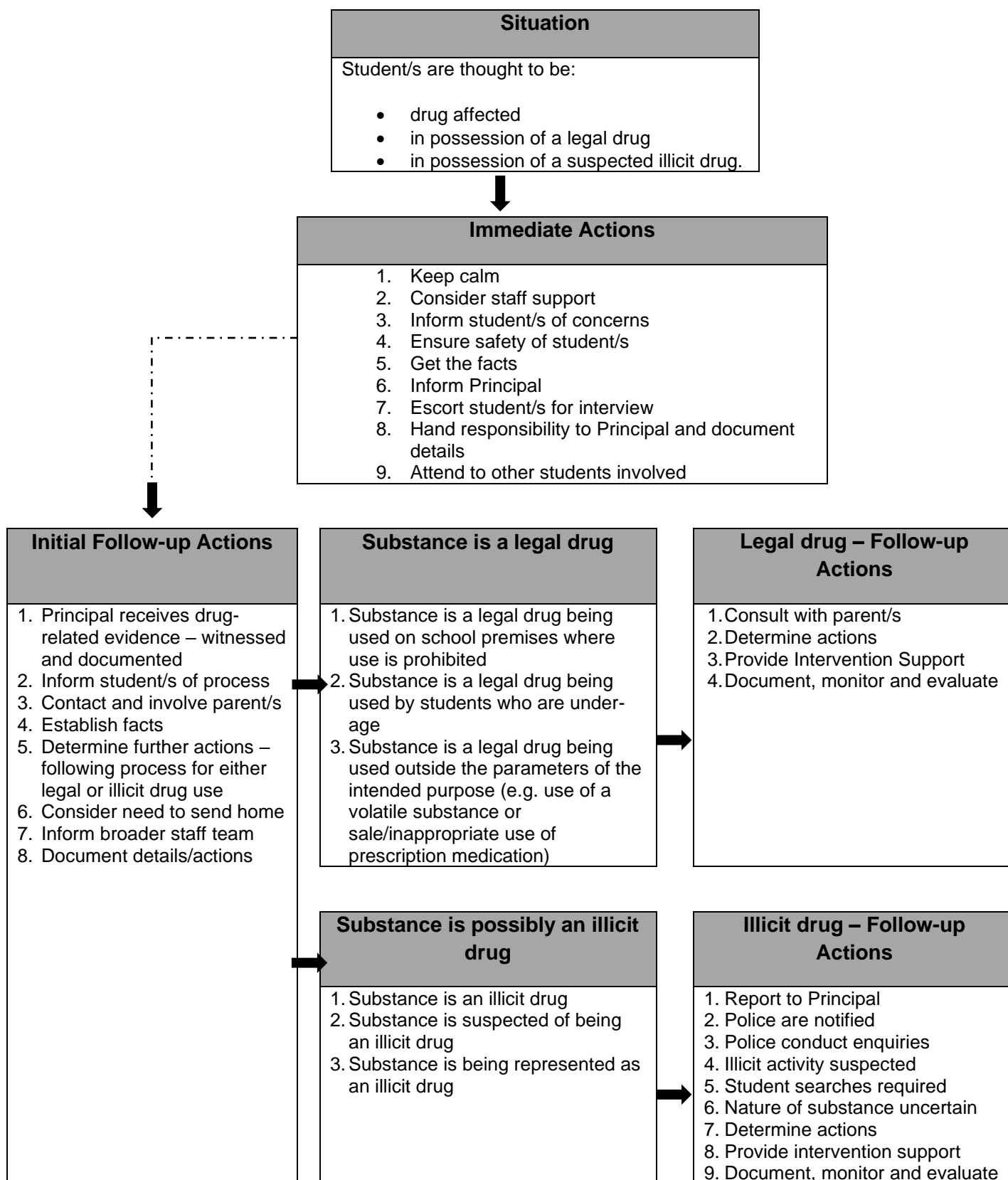
Statewide Services Centre

T: 9264 4569

Team-Teach

T: 9402 6136

4.3 Measures to address drug and alcohol misuse by students, including provision of evidence-based drug and alcohol education



4.4 Measures to address the presence of weapons on school sites

Students are not to be in possession of weapons on the school site or at any school activity. A student who is aware of a weapon on the school site or at a school activity, must bring this information to the attention of school staff.

A weapon is 'a thing designed or used for inflicting bodily or physical harm.'

Prohibited weapons are any item that has no purpose other than as a weapon, such as spray weapons, flick knives or switch blades.

Controlled weapons include those used in the practice of a martial art, act, sport, or similar discipline, such as firearms, swords, machete or spear guns.

Firearm includes any lethal firearm and any other weapon of any description from which any shot, bullet or other missile can be discharged or propelled, such as handguns and paintball guns.

Incidents involving weapons will be dealt with as a serious breach of school discipline and students suspended immediately under Regulation 44(2) of the School Education Regulations 2000.

School staff who find, or are given, a weapon should:

- label it with the date, time and location where the item was obtained, and the names of all school personnel who have had contact with it; and provide it to the principal.

The Principal will:

- securely store the item;
- confirm the labelling of the weapon;
- accept responsibility for its containment prior to handing it over to police or, if appropriate, returning it to the student's parents;
- maintain a written record of names of all students, school staff, parents, police (if involved) and other individuals involved in the incident.
- Receive weapon-related evidence – witnessed and documented
- Inform student of processes
- Contact and involve parent/s
- Contact the Police if the weapon is deemed prohibited or controlled
- Suspend student immediately
- Communicate with, and offer support to, school staff, students and others as required;
- Document details/ further actions
- Make a report via the Online Incident Notification System as soon as practicable
- Request support/advice from the Coordinator Regional Operations at the regional education office.

Where a student is found to be carrying a weapon for the purpose of self-protection or self-defence, provide assistance and support to the student to promote more appropriate means of dealing with the threat perceived by the student.

Where there is 'reasonable suspicion' or it is known that a student is in possession of a weapon, school staff will:

- assess the level of risk to the student and others;
- report the matter immediately to the principal; and
- ask the student to accompany a member of school staff to the school office or another predetermined safe location where the principal or nominee, together with a witness, will request that the student hand over the weapon.

If the student declines to hand over the item which is likely to cause harm, the principal (or nominee) will:

- inform the student's parents/carers of the situation;
- give the parent/carer an opportunity to speak with the student on the telephone or to attend the school to speak with the student; and
- ensure the student is supervised by a member of school staff and the witness.

If the student continues to decline to hand over the item, the principal will:

- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

School staff should *not* undertake a personal search of the student.

If the student does not have the item which is likely to cause harm on their person, the principal will:

- ask the student to open their bags and to cooperate with the search of the student's property, including their bag/s and locker.

If the student refuses to make their property (e.g. bag) available for search, the principal (or nominee) will:

- inform the student's parents/carers of the situation; and
- seek permission from the parents/carers for a search of the student's property to be conducted.

If the student and the parents/carers refuse to give permission for the student's property to be searched, the principal will:

- seize the property if it is judged to be safe to do so;
- if seized, label and securely store the property in the presence of a witness;
- contact the police immediately if there is significant risk; and
- inform the police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon.

The principal's powers relating to confiscating property from students are specified in Regulation 71 in the Weapons Act 1999.

4.5 Measures to address risks of suicidal behaviour and/or non-suicidal self-injury, including risks associated with the cumulative harm from child maltreatment.

Some adolescents may experience the emergence of mental health problems and as a result, be at increased risk of self-harm, including suicidal behaviour and non-suicidal self-injury (NSSI). Schools play a key role in minimising the risk of suicidal behaviour and NSSI by promoting positive mental health and wellbeing and help seeking behaviour. Parents, schools and mental health agencies working together provide effective coordinated support for young people with suicidal behaviour and NSSI.

What do I do when a student presents with NSSI or suicidal behaviour?

- Immediately contact the school psychologist (and/or Lead School Psychologist) and other members of the school student support team.
- Contact the Consulting School Psychologist – Suicide Prevention on 9264 5645 for expert advice if needed.
- Understand and action the school response plan to NSSI and suicidal behaviour to enable appropriate risk assessment, planning and support.
- Be alert to, record and respond to changes in the student's behaviour.
- Consult the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury for reference and guidance.
- Refer to existing Department and school-based policies (such as Duty of Care for Students, Child Protection and Emergency and Critical Incident Management).
- Submit an Online Incident Notification if the situation warrants this action.

Contact information

Statewide School Psychology Service

T: 9264 4312

5.0 The rules regarding personal use of mobile and other electronic devices, and responses to breaches of these rules

Mobile Electronic Devices Policy (Appendix H)

Mobile Electronic Devices refer to devices such as mobile phones, iPads, iPods, tablets, smart watches etc.

Principles:

1. Mobile Electronic Devices (MEDs) are permitted at school, however it is strongly suggested that parents should not allow their child to bring one unless there is a compelling reason to do so. E.g. Game playing or news telling is not compelling. Advising parents of a safe arrival at school is compelling.
2. In the case of emergency students have access to school phones or if a student has a diagnosed medical condition where a child requires a mobile device to monitor their health (e.g. diabetic).
3. Under no circumstances will the school accept responsibility for the loss, theft or damage to a student's mobile phone and/or electronic device.

Guidelines:

- 1 In order for a student to bring a MED to school, parents and carers need to complete the Request for Mobile Electronic Device form (Appendix H). This form will be filed with the class teacher and the office, as proof of permission.
- 2 Mobile devices are to be turned off and handed into the office at the beginning of the school day and collected at the end.
- 3 No student may use a MED to record images or sound of other students on the school grounds.
- 4 Students not complying with this policy will have their MED confiscated and their parents contacted to collect it.
- 5 As a matter of courtesy, it is expected that mobile devices belonging to staff, parents and visitors will be silent during class, duty, meetings and performances.
- 6 Students with a diagnosed medical condition who require a mobile device to monitor their health are permitted to use their phone in the classroom under the guidance of a supervising adult.

Review: Due to the rapid evolution of these technologies this policy will be reviewed annually.

6.0 The strategy for record keeping, and use of data in assessing the effectiveness of whole school behaviour support.

Minor and Major Behaviour Referral Forms (Appendix A & B)

Behaviour Referral Forms will be submitted to the office each Friday. This data will be entered into a spread sheet each week. Each month this data will be graphed to determine Tier 1, Tier 2 & Tier 3 students. Students who are identified as Tier 2 and Tier 3 students will be placed on Intervention Plans.


Tier 1 students = 0 – 1 Office Discipline Referrals (ODR)/ Major Behaviour Referral Form /month

Tier 2 students = 2 – 5 ODR a month

Tier 3 students = 6+ ODR a month

Other data sources will include attendance data, Harmony Awards and surveys of staff, students & parents.

Appendix A - Minor Behaviour Referral Form

 Minor Behaviour Referral Form 2023				
Student:		Referred by:		Date:
		Room:	Year:	
	Actions	Time	Location	Behaviour
Bump 3	Choice	<input type="checkbox"/> Before school <input type="checkbox"/> 8:40am—10:40am <input type="checkbox"/> Recess time <input type="checkbox"/> 11:00am—1:00pm <input type="checkbox"/> Lunch time <input type="checkbox"/> 1:44pm—3:00pm <input type="checkbox"/> After school	<input type="checkbox"/> Classroom <input type="checkbox"/> Undercover area <input type="checkbox"/> Library <input type="checkbox"/> Toilets <input type="checkbox"/> Veranda <input type="checkbox"/> Oval <input type="checkbox"/> Specialist area <input type="checkbox"/> Outside <input type="checkbox"/> Playground	<input type="checkbox"/> Be respectful <input type="checkbox"/> Be an achiever <input type="checkbox"/> Be safe <input type="checkbox"/> Be responsible
Bump 4	Implied Choice (RESET IN CLASS) <input type="checkbox"/> Teacher to enter behaviour in SIS	<input type="checkbox"/> Before school <input type="checkbox"/> 8:40am—10:40am <input type="checkbox"/> Recess time <input type="checkbox"/> 11:00am—1:00pm <input type="checkbox"/> Lunch time <input type="checkbox"/> 1:44pm—3:00pm <input type="checkbox"/> After school	<input type="checkbox"/> Classroom <input type="checkbox"/> Undercover area <input type="checkbox"/> Library <input type="checkbox"/> Toilets <input type="checkbox"/> Veranda <input type="checkbox"/> Oval <input type="checkbox"/> Specialist area <input type="checkbox"/> Outside <input type="checkbox"/> Playground	<input type="checkbox"/> Be respectful <input type="checkbox"/> Be an achiever <input type="checkbox"/> Be safe <input type="checkbox"/> Be Responsible
Bump 5	REFLECTION IN (in class) <input type="checkbox"/> Teacher to enter behaviour in SIS <input type="checkbox"/> Parent contact	<input type="checkbox"/> Before school <input type="checkbox"/> 8:40am—10:40am <input type="checkbox"/> Recess time <input type="checkbox"/> 11:00am—1:00pm <input type="checkbox"/> Lunch time <input type="checkbox"/> 1:44pm—3:00pm <input type="checkbox"/> After school	<input type="checkbox"/> Classroom <input type="checkbox"/> Undercover area <input type="checkbox"/> Library <input type="checkbox"/> Toilets <input type="checkbox"/> Veranda <input type="checkbox"/> Oval <input type="checkbox"/> Specialist area <input type="checkbox"/> Outside <input type="checkbox"/> Playground	<input type="checkbox"/> Be respectful <input type="checkbox"/> Be an achiever <input type="checkbox"/> Be safe <input type="checkbox"/> Be responsible
Bump 6	Office <input type="checkbox"/> Admin to enter behaviour in SIS <input type="checkbox"/> Parent contact <input type="checkbox"/> Office withdrawal <input type="checkbox"/> Recess / lunch withdrawal <input type="checkbox"/> Reflection sheet completed	<input type="checkbox"/> Before school <input type="checkbox"/> 8:40am—10:40am <input type="checkbox"/> Recess time <input type="checkbox"/> 11:00am—1:00pm <input type="checkbox"/> Lunch time <input type="checkbox"/> 1:44pm—3:00pm <input type="checkbox"/> After school	<input type="checkbox"/> Classroom <input type="checkbox"/> Undercover area <input type="checkbox"/> Library <input type="checkbox"/> Toilets <input type="checkbox"/> Veranda <input type="checkbox"/> Oval <input type="checkbox"/> Specialist area <input type="checkbox"/> Outside <input type="checkbox"/> Playground	<input type="checkbox"/> Be respectful <input type="checkbox"/> Be an achiever <input type="checkbox"/> Be safe <input type="checkbox"/> Be responsible
Teacher signed:		Admin signed:		

Minor Behaviour Response

Teacher Actions

Bump 1:
Low Key Skills (3 minimum)

- ☐ Proximity
- ☐ Minimal Verbal
- ☐ The Look
- ☐ Private Dialogue
- ☐ Signal to begin
- ☐ Active Scan
- ☐ Planned ignore
- ☐ Responding to Appropriate behaviour
- ☐ Modelling Appropriate behaviour
- ☐ Non-verbal/gestures
- ☐ Come on back
- ☐ Deal with the problem not the student
- ☐ Winning over

Bump 2:
Squaring off
Give student a verbal warning, redirect & reteach

Bump 3:
Choice
Give student an effective choice. Teacher fills in details

Bump 4:
Implied Choice
Give student the implied choice
Reflection Time (IN CLASS)
Enter in SIS

Bump 5:
Reset IN
Send student to a reset zone to reset (IN CLASS)
Enter in SIS
Contact Parent

Bump 6:
Informal Agreement
Create Informal agreement
Send student to office

Restorative Process needs to be completed throughout bump 5 & 6

Appendix B – Major Behaviour Referral Form

Craigie Heights Primary INDEPENDENT PUBLIC SCHOOL					Major Behaviour Referral Form –2023				
Major Behaviour Response Teacher Actions: <ul style="list-style-type: none"> • State expected behaviour • Complete Major Behaviour Referral Form • Write in detail incident on the back of form • Enter into Integris • Send student to the office Administration /Teacher Actions: <ul style="list-style-type: none"> <input type="checkbox"/> Review incident <input type="checkbox"/> Problem solve with student and teacher <input type="checkbox"/> Behaviour reflection Sheet completed <input type="checkbox"/> Determine resolution/ consequence <input type="checkbox"/> Follow through on resolution/ consequence with teacher <input type="checkbox"/> Discuss Informal Agreement with student & teacher <input type="checkbox"/> Restorative Process <input type="checkbox"/> Inform parent/guardian <input type="checkbox"/> Provide teacher feedback <input type="checkbox"/> Online Incident Report <input type="checkbox"/> Physical Restraint Report <input type="checkbox"/> Inform Regional Executive Director 		Student:	Referred by:	Date:					
		Room:	Year:						
		Location		Time					
		<input type="checkbox"/> Classroom		<input type="checkbox"/> Before School					
		<input type="checkbox"/> Undercover Area		<input type="checkbox"/> 8.40am-10.40am					
		<input type="checkbox"/> Library		<input type="checkbox"/> Recess Time					
		<input type="checkbox"/> Toilets		<input type="checkbox"/> 11.00am-1.00pm					
		<input type="checkbox"/> Veranda		<input type="checkbox"/> Lunch time					
		<input type="checkbox"/> Oval		<input type="checkbox"/> 1.44pm-3.00pm					
		<input type="checkbox"/> Specialist Area		<input type="checkbox"/> After School					
		<input type="checkbox"/> Playground							
		Be Respectful		Be an Achiever		Be Safe		Be Responsible	
		<input type="checkbox"/> Verbal abuse towards staff		<input type="checkbox"/> Defiance/ Refusal		<input type="checkbox"/> Physical assault towards staff		<input type="checkbox"/> Property damage	
		<input type="checkbox"/> Verbal abuse towards students				<input type="checkbox"/> Physical assault towards students		<input type="checkbox"/> Property misuse	
		<input type="checkbox"/> Intimidation towards staff				<input type="checkbox"/> Leaving school grounds			
		<input type="checkbox"/> Intimidation towards students				<input type="checkbox"/> Substance abuse			
		<input type="checkbox"/> Bullying							
		Behaviour Consequences							
		<input type="checkbox"/> Conference with student				<input type="checkbox"/> Withdrawal in office _____ minutes			
		<input type="checkbox"/> Conference with parent/guardian				<input type="checkbox"/> Withdrawal from an activity: _____			
		<input type="checkbox"/> Social skills lesson				<input type="checkbox"/> Suspension _____ days			
		<input type="checkbox"/> Behaviour Tracker				<input type="checkbox"/> Tier 2/3 Referral			
		<input type="checkbox"/> Withdrawal: Recess				<input type="checkbox"/> Other: _____			
		<input type="checkbox"/> Withdrawal: Lunch							
		Parent/ Guardian Contact:							
		<input type="checkbox"/> Phone				<input type="checkbox"/> Email			
		<input type="checkbox"/> Letter				<input type="checkbox"/> Interview			
		<input type="checkbox"/> Message				<input type="checkbox"/> Unable to contact			
		Admin Signature:							
		Be Respectful Be an Achiever Be Safe Be Responsible							

Appendix C – Procedures

<p>IN THE CLASSROOM WE ARE</p> <h3>RESPONSIBLE</h3> <p>WE ARE ORGANISED AND PREPARED WE ARE PUNCTUAL WE STAY ON TASK WE ARE HONEST WE CONSIDER THE CONSEQUENCES OF OUR BEHAVIOUR WE TAKE PRIDE IN OUR WORK WE ASK FOR HELP WHEN NEEDED</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h3>ACHIEVERS</h3> <p>WE ALWAYS DO OUR BEST WE ARE ENTHUSIASTIC ABOUT LEARNING WE ASK QUESTIONS AND SEEK FEEDBACK WE ARE PERSISTENT WE STAY FOCUSED AND ENGAGED WE SET AND WORK TOWARDS OUR GOALS</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h3>RESPECTFUL</h3> <p>WE FOLLOW INSTRUCTIONS WE ARE WHOLE BODY LISTENERS WE CARE FOR ALL EQUIPMENT WE INCLUDE EVERYONE WE ARE KIND AND ENCOURAGING TO OTHERS WE USE OUR MANNERS WE RAISE OUR HAND AND WAIT</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE CLASSROOM WE ARE</p> <h3>SAFE</h3> <p>WE KEEP OUR HANDS AND FEET TO OURSELVES AND WALK IN LEARNING AREAS WE ARE CYBER SAFE WE REPORT UNSAFE BEHAVIOUR</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>
<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>RESPONSIBLE</h3> <p>WE STAY WITHIN BOUNDARIES WE REPORT UNSAFE BEHAVIOUR WE WEAR THE CORRECT UNIFORM WE THINK ABOUT OTHERS BEFORE WE ACT WE ARE ACCOUNTABLE FOR OUR ACTIONS WE DISPOSE OF RUBBISH USING LANDFILL, WORM AND PAPER BINS WE USE TOILETS RESPONSIBLY</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>ACHIEVERS</h3> <p>WE LISTEN TO AND FOLLOW TEACHERS' DIRECTION WE ARE GOOD ROLE MODELS TO OTHERS WE RESPECT DIFFERENCES WE TAKE RISKS WITH OUR LEARNING</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>RESPECTFUL</h3> <p>WE INCLUDE OTHERS IN OUR GAMES WE RESPECT ALL PROPERTY WE THINK OF OTHER PEOPLE'S FEELINGS WE CONSIDER OTHERS PERSONAL SPACE WE USE MANNERS WE TIDY UP AFTER OURSELVES</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>OUTSIDE THE CLASSROOM WE ARE</p> <h3>SAFE</h3> <p>WE KEEP OUR HANDS AND FEET TO OURSELVES WE PLAY WITH ALL EQUIPMENT IN A SAFE MANNER WE LOOK OUT FOR OTHERS WE MAKE SAFE CHOICES WE REPORT BULLYING TO AN ADULT</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>
<p>IN THE COMMUNITY WE ARE</p> <h3>RESPONSIBLE</h3> <p>WE WEAR OUR SCHOOL UNIFORM WITH PRIDE WE ARE ROLE MODELS WE DO THE RIGHT THING, EVEN WHEN NO ONE IS WATCHING</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h3>ACHIEVERS</h3> <p>WE SHARE IDEAS WE PROMOTE AND SUPPORT FUNDRAISING ACTIVITIES AND COMMUNITY EVENTS WE HELP AND INCLUDE OTHERS WE MODEL EXPECTED BEHAVIOURS WE FORGIVE OTHERS AND OURSELVES</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h3>RESPECTFUL</h3> <p>WE ARE POLITE AND WELL MANNERED WE SHOW GOOD SPORTSMANSHIP WE TREAT OTHERS OF THE COMMUNITY WITH RESPECT AND KINDNESS</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>	<p>IN THE COMMUNITY WE ARE</p> <h3>SAFE</h3> <p>WE FOLLOW COMMUNITY RULES AND EXPECTATIONS WE TALK TO AN ADULT WE TRUST ABOUT THINGS THAT DON'T FEEL RIGHT WE HELP OTHERS WHEN THEY ARE IN NEED WE MAKE SAFE CHOICES WE ARE ROAD WISE WE ARE CYBER SAFE</p> <p>BE RESPONSIBLE, BE SAFE, BE AN ACHIEVER, BE RESPECTFUL CRAIGIE HEIGHTS PRIMARY SCHOOL</p>

Appendix D – Harmony Awards

Craigie Heights Primary School

Harmony Award

Living Learning Playing

Awarded to:

Year: Room: Initial:

Date:

	Being respectful
	Being responsible
	Being safe
	Being an achiever

Red
Blue
Gold

Appendix E – Set-Up & Reset Week

CHECKLIST FOR SET-UP WEEK

Being ready to learn!
Safe, orderly and calm environments

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)
<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures
<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess
<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed
<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind

PROCEDURES TO BE REVIEWED AT POINT OF NEED

- ☐ Lining Up Procedure
- ☐ Library Procedure
- ☐ Moving Around the School Procedure
- ☐ Technology Procedure
- ☐ Canteen Procedure
- ☐ Visiting Another Room Procedure

PROCEDURES TO BE REVIEWED AT POINT OF NEED

- ☐ Recess Procedure
- ☐ Lunchtime Procedure
- ☐ Assembly Procedure
- ☐ Sports Equipment Procedure
- ☐ Before School Procedure

Our Class
Harmony
Award Goal
for the week

CHECKLIST FOR RESET WEEK

Being ready to learn!
Safe, orderly and calm environments

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)	<input type="checkbox"/> 8.40-8.50: Fitness/ Movement Activity (PATHS focus)
<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures	<input type="checkbox"/> 8.50-9.00: PBS/PATHS Expectations or Procedures
<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess	<input type="checkbox"/> 10.30: Recess
<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed	<input type="checkbox"/> 12.50pm: Lunchtime Procedure Reviewed
<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind	<input type="checkbox"/> 1.45pm: Meditation from Smiling Mind

PROCEDURES TO BE REVIEWED AT POINT OF NEED

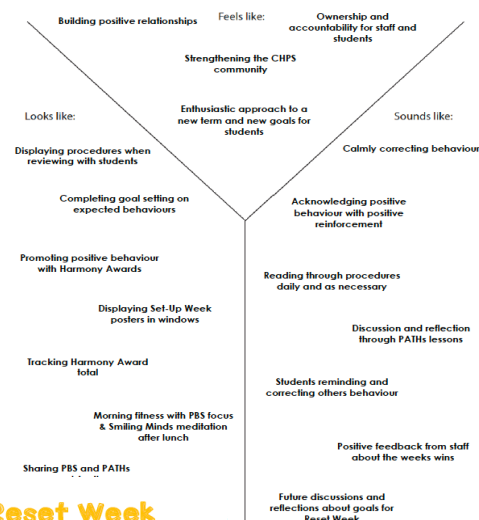
- ☐ Lining Up Procedure
- ☐ Library Procedure
- ☐ Moving Around the School Procedure
- ☐ Technology Procedure
- ☐ Canteen Procedure
- ☐ Visiting Another Room Procedure

PROCEDURES TO BE REVIEWED AT POINT OF NEED

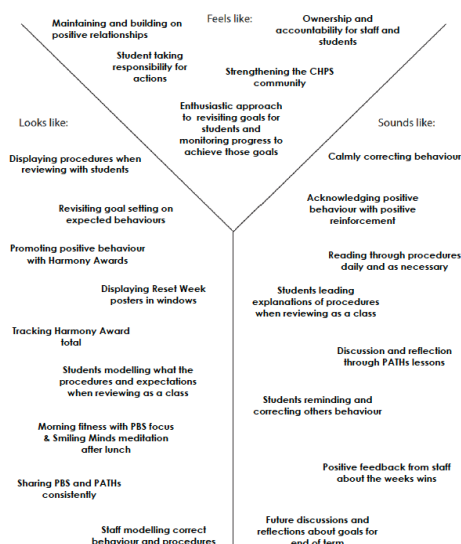
- ☐ Recess Procedure
- ☐ Lunchtime Procedure
- ☐ Assembly Procedure
- ☐ Sports Equipment Procedure
- ☐ Before School Procedure

Our Class
Harmony
Award Goal
for the week

Y-Chart Set-Up Week



Y-Chart Reset Week



Appendix F – Behaviour Matrix



	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE	BE AN ACHIEVER
IN THE CLASSROOM	<ul style="list-style-type: none"> We follow instructions We are whole body listeners We care for all equipment We include everyone We are kind and encouraging to others We use our manners We raise our hand and wait 	<ul style="list-style-type: none"> We are organised and prepared We are punctual We stay on task We are honest We consider the consequences of our behaviour We take pride in our work We ask for help when needed 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves and walk in learning areas We are cyber safe We report unsafe behaviour 	<ul style="list-style-type: none"> We always do our best We are enthusiastic about learning We ask questions and seek feedback We are persistent We stay focused and engaged We set and work towards our goals
OUTSIDE THE CLASSROOM	<ul style="list-style-type: none"> We include others in our games We respect all property We think of other people's feelings We consider others personal space We use manners We tidy up after ourselves 	<ul style="list-style-type: none"> We stay within boundaries We report unsafe behaviour We wear the correct uniform We think about others before we act We are accountable for our actions We dispose of rubbish using landfill, worm and paper bins We use toilets responsibly 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We play with all equipment in a safe manner We look out for others We make safe choices We report bullying to an adult 	<ul style="list-style-type: none"> We listen to and follow teachers' direction We are good role models to others We respect differences We take risks with our learning
IN THE COMMUNITY	<ul style="list-style-type: none"> We are polite and well mannered We show good sportsmanship We treat others of the community with respect and kindness 	<ul style="list-style-type: none"> We wear our school uniform with pride We are role models We do the right thing, even when no one is watching 	<ul style="list-style-type: none"> We follow community rules and expectations We talk to an adult we trust about things that don't feel right We help others when they are in need We make safe choices We are road wise We are cyber safe 	<ul style="list-style-type: none"> We share ideas We promote and support fundraising activities and community events We help and include others We model expected behaviours We forgive others and ourselves

Appendix G – Certificate of Commendation



 **Craigie
Heights
Primary**
INDEPENDENT PUBLIC SCHOOL

Certificate of Commendation

The Principal and Staff of Craigie Heights Primary School congratulate

on their achievements this term and a points total of

Keep up the great work!

2023

Principal

Appendix H – Mobile Electronic Devices Policy Parent/Guardian Permission



MOBILE ELECTRONIC DEVICES POLICY

Parent/Guardian Permission

I have read and understand the policy regarding MEDS at Craigie Heights Primary School and I understand that this form will be kept on file at the school.

I give my child permission to carry a mobile phone to school and understand that my child will be responsible for ensuring that the mobile phone is used appropriately at school.

Parent's name (print) _____

Parent's signature _____

Date _____

Student's name (print) _____

Mobile phone number _____

Student's signature _____

Date _____

Teacher's name (print) _____

Teacher's signature _____

Date _____

If you have comments or suggestions, please contact Karen Smith, Principal, on 94017711.

