



COROWA PUBLIC SCHOOL

Wellbeing and Behaviour Policy

(Revised)

2018

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INTRODUCTION

The Corowa Public School "Wellbeing and Behaviour Policy" 2018 has been revised and includes some changes from the previous document revised in 2004, 2008, 2010, 2011, 2012 and 2013. This policy describes Student Welfare as *"the way that the school systematically addressed the behavioural needs of all students"* and is strongly based upon Department of Education and Training Policies, most notably the following documents:

- *Student Welfare Policy (1996)*
- *Student Discipline in Government Schools(2016)*
- *Student Discipline in Government Schools- Support Materials (2016)*
- *Core Rules for Student in Government Schools (2016)*
- *Suspension and Expulsion of School Students – Procedures (updated 2015)*

"Good Discipline and Effective Learning acknowledges that, when the partnership of parents, teachers and student is based on mutual respect, each partner will support the decisions and responsibilities exercised by others."
(The School Discipline Policy Statement – NSW Dept. Of Education & Training 1996)

PURPOSE

The purpose of this policy is to clearly set out expectations of student behaviour and the processes the school will adopt to encourage good behaviour as well as the sanctions that will be applied for unacceptable behaviour.

RATIONALE

Discipline concerns the development of appropriate and responsible attitudes and behaviour in students. It implies the development of self-discipline and the ability to distinguish right from wrong.

Students learn most effectively in a secure, ordered and well-disciplined environment in which both staff and students take pride in achievement.

A well-disciplined environment provides a system of relationships, rules, rewards, ownership, reflection and punishments designed to promote effective learning. A strong emphasis on the use of positive practices will assist students to develop the ability to accept responsibility for their behaviour and show concern and respect for others.

OUTCOMES

Staff will:

- have a clear set of guidelines for managing student behaviour in classrooms, the playground and out of school activities

Students will:

- have a clear set of expectations about their behaviour
- cooperate in the application of the school's wellbeing and behaviour policy
- be consistently rewarded for good behaviour
- be consistently sanctioned for unacceptable behaviour

Parents and the community will:

- support the implementation of this policy

In general:

- examination of trend data will show a decline in detentions and suspensions
- trend data will be entered regularly by all staff members on the school data base and monitored by the Assistant Principals and Principal to document implementation of policy.

POLICY IN ACTION**EXPECTATIONS OF GOOD DISCIPLINE**

All children at Corowa P.S. are expected to:

- demonstrate our core values of caring, respect and responsibility in all settings
- concentrate on learning and doing their best
- respect and accept others for who they are
- be polite to other students, teachers and community members
- respect teachers, staff members and peers
- avoid violence, teasing and bullying
- keep weapons out of our school
- keep our school free from illegal drugs, alcohol and tobacco
- solve problems peacefully
- take care of personal belongings and those of others
- follow the NSW Education Code of Behaviour

CORE RULES**Student discipline in NSW Government Schools**

The Rights and Responsibilities and associated school rules incorporate **the Core Rules in NSW Government Schools** listed below:

All students in NSW Government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

STUDENTS - RULES, RIGHTS, RESPONSIBILITIES**Rights**

- The right to learn
- The right to feel safe

Responsibilities

- Do the best you can
- Do your work and let others do their work
- Consider safety at all times
- Care for others

School Rules

- Do what the teachers ask of you
- Be in the right place at the right time
- No bullying, swearing or fighting
- Play safely, be polite and friendly
- Take care of all equipment and respect belongings of others

The above rights and responsibilities underpin Corowa Public School's Positive Behaviour for Learning (PBL) and are displayed in all learning spaces.

Positive Behaviour for Learning (PBL) program was re-launched in 2017. This is a school wide program which addresses the systems and practices within the school to promote positive behaviour, student learning and engagement. Our school wide values of RESPECT, RESPONSIBILITY AND CARING are displayed throughout the school, in all learning spaces. We encourage our students both within the classroom and on the playground to display our school values and ensure our school environment is a safe place for all.

The PBL process:

- develops school-wide VALUES and behaviour expectations
- uses specifically designed lesson plans to *teach expectations of behaviour* for all school settings
- promotes positive behaviour through common language and appropriate signage displaying our school wide values
- embeds values and expectations throughout school community
- reinforces and encourages expected behaviours
- provides teacher consistency through the use of common language and behaviour expectations which
- focuses on positive correction and active supervision
- Supports the implementation and ongoing Peer Support Program

The PBL Program creates CONSISTENCY and a POSITIVE focus

Features of the PBL program...

- Not a curriculum - a set of systems and practices designed specifically for our students' needs
- Data based and driven – continual collection and monitoring
- Consultation in the school community
- Structured meetings
- Information sharing
- Values based
- Critical social skills identified, taught and practiced
- Preventative and proactive
- Success is celebrated

When successfully and actively implemented, the PBL program will:

- **increase** student **engagement, learning, resilience** and **achievement**
- **decrease** the number of **behaviour referrals**
- **improve** student, teacher and community **morale**
- develop **clear, positive behaviour expectations**

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR

1. The provision of appropriate curriculum to meet the needs of each student
2. Supporting students in achieving success in learning
3. The consistent use of positive behaviour management techniques:
 - giving understandable directions
 - an expectation for students to comply and follow directions
 - regularly noticing and commending students for complying with values, rules and directions
 - involving all members of the class by directing questions to the full range of students
 - encouraging on-task learning behaviour by supervising learning and supporting a variety of individual, small group and whole class learning experiences
 - refocusing and redirecting attention when students are inattentive
 - having a plan for managing behaviour disruptions
 - following up any significant behaviour disruptions
 - using a range of positive rewards systems such as PBL awards in all settings
4. Diffuse situations that escalate behaviours
5. Staff attendance at relevant training and development programs
6. Staff modelling of consistent, caring and appropriate behaviour

7. Communicate with parents and caregivers regarding their roles and responsibilities in supporting and managing student behaviour
8. The provision of integrated programs for students which develop self-discipline, self review, communication and responsible decision making:-
 - social skills programs
 - peer learning
 - Behaviour Management Plans
 - Individual Learning Programs
 - Interventions by the School Counsellor
9. Encouragement of respect for teachers as professional educators
10. The development of a whole school behaviour matrix based on the PBL school wide values.
11. Knowledge and understanding of the needs and pressures experienced in the local community communicated to relevant staff
12. Liaison with supportive community agencies to build teams
13. Provision of appropriate support programs such as counselling and remediation

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

The use of positive feedback is an effective way of reinforcing desired behaviour. A range of rewards and behaviour management strategies are used and include:

- **PBL Awards:** PBL awards are given to students who have demonstrated Caring, Respectful and Responsible behaviour. Three awards are presented each day at the lunch assembly. When the child achieves 30 stickers on their PBL certificates they will achieve a bronze award. When they have achieved 60 stickers the student will achieve a silver award and when they achieve 90 stickers the student receives a gold award.
- **CITIZEN OF THE WEEK:** Teachers nominate students who have been displaying excellent PBL values during their classroom and playground behaviour. As a staff, teachers nominate students to receive the award during the K-6 assembly.
- **PROMOTE LEADERSHIP** amongst the students:-
Students elect a School Captain and a Vice Captain
Students elect leaders from each house – Mitta, Murray, Ovens and Goulburn
Prefects are elected from the year 6 cohort each year.
- **STUDENT REPRESENTATIVE COUNCIL:** Class representatives from Years 1 – 6 are elected to represent their peers on the Student Representative Council (SRC). The SRC meets at least once a term to organise fund raising events to support the Guide Dogs Association
- **NEWSLETTER ACKNOWLEDGEMENT:** Publication of a positive, user friendly, regular school newsletter reinforcing student and school achievement.
- **END OF TERM "ACHIEVEMENT ASSEMBLY":** The last assembly of each term will recognise students for effort, improvement and/ or achievement during that term. Special certificates are presented and parents of recipients are invited to attend.
- **ANNUAL PRIZE GIVING AWARDS:** - At the completion of the school year, the achievements and efforts of students are recognised by either book prizes, medallions, trophies or certificates at our PRESENTATION DAY.
- **SPECIAL EVENTS:** - Celebration of educational achievements through school performances, Education Week, static displays and presentation days highlighting student achievement, effort and performance.
- **ONGOING REGULAR** contact with parents both informally (personally or by telephone) and formally (letter, meetings, interviews, newsletters, local newspaper reports, midyear interviews and reports).
- **MODELLING** of consistent and caring behaviour by staff.

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Students require clear limits and guidelines in order to function effectively in a community and to learn to their full potential in a safe and caring environment. At Corowa Public School, students are encouraged to develop self-discipline by accepting responsibility for their own behaviour.

Strategies to deal with these behaviours include but not limited to:

- **Strike System:** In every learning space teacher's will implement the strike system to support students to maintain self-regulation of their behaviour. Students are given a warning to "Check-In" and self-monitor their behaviour. If the warning is disregarded, then the student is given a first strike. If a following warning and re-direction is disregarded then the student will be given a second strike and finally if a third re-direction is disregarded the child is sent to a "Buddy" class with a "Buddy Class Slip" OR details will be entered into our database (EBS/ Sentral).
- **Buddy Class:** The student will complete the learning task from their classroom and when the teacher judges the student is ready to return to their class they will.
- **Giving, Reflecting, Ownership and Working Together (G.R.O.W.):** are short sessions held during lunch time to assist students to understand their behaviour choices and develop self-regulating strategies to support positive choices. At times the students will be encouraged to complete school services activities that will assist the students to connect to their school community.
- Changing the seating arrangements within class.
- Interview with parents.
- Redirection to other tasks.
- Loss of privileges.
- Exclusion from school events, such as excursions, incursions, sport clinics, representative activities.
- G.R.O.W. during the lunchtime period.
- In class exclusion.
- Removal from class.
- Discipline "levels system".

Excursions/School Representation

Where an excursion's success or student/staff safety is at risk due to persistently disobedient behaviour or inability to follow school based rules by a student, the student's behaviour record is considered before permission is given to participate in an excursion or outside school event. Students who have demonstrated inappropriate behaviour may not be permitted to join excursions, incursions or represent the school unless a negotiated participation plan where behaviour can be assured or supported can be reached. Parents will be advised of the situation and the school's expectations leading up to the excursion and whilst on the excursion. A review meeting will be held prior to the excursion to discuss if the student's behaviour has been appropriate, thus determining their involvement in the excursion. Parents will be responsible for all costs and collecting the student should the child be required to be removed from any excursion.

LEVEL SYSTEM

Thorough documentation accompanies the System. Letters will be sent to notify parents when their child has been placed on a level of discipline and what the appropriate consequences will be. Students, who are placed on the G.R.O.W. (Giving, Reflecting, Ownership, Working together) program will have their behaviour reviewed through the Learning Support Team meeting and interviews with parents when appropriate.

COROWA PUBLIC SCHOOL WELLBEING AND BEHAVIOUR OVERVIEW**PBL Behaviour Levels 2018**

Level 1	Level 2	Level 3
<p>Instant Level 1</p> <ul style="list-style-type: none"> - Walking out of class - Defiant – refusing to do work, talking back, not following instructions, disrespectful - Tone, language - Swearing in sentences e.g this is ____ I don't want to do it. <p>In Classroom</p> <p>Students given a warning and three strikes to correct inappropriate behaviour.</p> <p>After the third strike the student is sent to buddy class for the time required</p> <p>Positive outcome process (POP) with the classroom teacher</p> <ul style="list-style-type: none"> - Behaviour recorded on school data base - AP is notified - Allowed back to class after buddy class but still on L1, if behaviour continues the student is sent to AP class room (L2). - If the student has been sent out at the end of the day – starts with L1 at the start of the next day. - Being disruptive in buddy class then sent straight to the AP <p>Playground:</p> <ul style="list-style-type: none"> - If the student is walking away from the teacher (warning) - Continues to walk away (level 1) and AP sent is sent for extra support <p>3 x L1s = L2 within a 3-week rotation.</p>	<p>Instant Level 2 Behaviours</p> <ul style="list-style-type: none"> - Swearing - Physical violence - Destroying property - Walking out of block - premeditated behaviours e.g hiding others bags or equipment - Stealing <p>Sent to AP class</p> <ul style="list-style-type: none"> - AP to notify parents of behaviour - Student attends a G.R.O.W session - Level 2 letter is sent home - Behaviour is recorded on the school data base <p>2 x L2 = L3 within a 3-week rotation.</p> <p><i>Student attends one G.R.O.W. session and is on a behaviour card for three days which has to be signed by class teacher every session. Student must report to teachers on duty at the start and end of play.</i></p>	<p>Instant Level 3 Behaviours</p> <ul style="list-style-type: none"> - Swearing, threatening language or actions, inappropriate conversations - Stealing - Physical outburst e.g. intent was to harm others - Premeditated violence e.g inciting others, gang like behaviour - Cyber Bullying <p>Sent to Principal</p> <ul style="list-style-type: none"> - Principal to contact parents - Warning level of suspension - Behaviour is recorded <p>2 x L3 = Suspension</p> <p><i>Student attends three days of G.R.O.W. sessions and five days on a behaviour card in the classroom and the playground.</i></p>
<p>Excursions/school rep: L3 no excursions in a term, if student gets on a L3 from week 9 then no excursions the following term.</p> <p>Students cannot represent the school at sporting or school events if on L3 (Notified at the discretion of the Principal)</p> <p>If student has a badge (SRC, Prefect) then the badge and rights will be taken from them if they get to L1. Behaviour contracts will be given to students and parents outlining expectations.</p>		

EXPLANATION OF “DISCIPLINE LEVEL SYSTEM”

Documentation

G.R.O.W Notification

Students who are placed on a G.R.O.W. session for classroom and/or playground misdemeanours will receive a letter to notify parents of their behaviour level. Parents/ carers are asked to sign the reply slip and return it to school the following day to indicate that they are aware of the incident and have discussed their child’s behaviour with them.

Level 1 Notification (APPENDIX C)

Students who receive a **Buddy class slip in one session.**

- **Classroom Incidents (‘Buddy Class’ slip – APPENDIX A):**

Classroom misdemeanours with an individual teacher in one session are recorded on the board in conjunction with a range of teaching management strategies.

1. *Incident 1* - Name recorded with (“Strike One”) - Warning.
2. *Incident 2* - (‘Strike Two’) recorded next to name and student moved at teacher's discretion to time out area to work alone within the classroom.
3. *Incident 3* – (‘Strike Three’) will be recorded on the School data base. The student receives a “Buddy Class” lanyard and is moved to a ‘buddy class’ for the period of time. The teacher of the “Buddy” class will make a judgement when the student has been able to self-monitor their behaviour and so will return to their original class room. Parents are notified of behaviour by class teacher.

- **Playground Incidents:**

1. *Incident 1* - Incident recorded in Playground Folder. The teacher will discuss the appropriate behaviours for the area of play with the student.
2. *Incident 2* - Incident recorded revisited and student will walk with the supervising teacher for 10 minutes.
3. *Incident 3*- Incident is recorded and an Executive is called to remove the student from the area of play.

Letters are sent home on the day of the incident.

Serious misdemeanours in the playground as listed in our PBL Minor and Major Behaviours document means the student is sent directly to the Assistant Principal or Principal for an instant Time-Out or suspension depending on the severity of the behaviour.

Level 2 Notification: (Appendix D)

2 x Level 1 = Level 2 within a 3-week rotation OR Instant Level 2 behaviours as outlined on the above matrix. The student is counselled by the Assistant Principal and the parents are informed through a Level 2 letter. Students attend a G.R.O.W. session during the lunchtime break and will also complete a school service such as garden maintenance or a task for another teacher.

Level 3 Notification (Appendix E)

2 x Level 2 = Level 3 within a 3-week rotation. A Level 3 letter will be sent to parents along with a “Formal Caution” will accompany this notification and the parents are invited to attend an interview with the Assistant Principal or Principal. Follow up support/ behaviour intervention discussed at Learning Support Meeting.

Students will attend three G.R.O.W. sessions over three days during the lunchtime break and will also complete a school service such as garden maintenance or a task for another teacher.

Management of G.R.O.W. sessions:

- Teachers have the authority to place students into G.R.O.W. sessions for classroom or playground misdemeanours in accordance with the procedures set out above.
- Assistant Principals will be rostered for management of the G.R.O.W session.
- G.R.O.W sessions will be held during lunch break
- Students in G.R.O.W. sessions will sit quietly until it is their turn to discuss their behaviour with the staff member rostered on duty after which will undertake some designated school service activities.
- The designated Behaviour Level letter for parents will be printed from the school data base and given to students before end of school day. Students return the reply slip to the front office the next day. Reply slips are then recorded on the school data base.

RECORD KEEPING

All Incidents of unacceptable behaviour will be recorded in the playground folders which are located in the staffroom. Behaviour Levels are to be recorded directly onto the School Data Base by the staff member reporting the incident. Parents are informed of breaches of the Wellbeing and Behaviour policy by letter or phone call. The Executive Team will monitor the data entered and may be used to support applications for intervention.

Please note: Casual/ Temporary Teachers who are unable to access the School Data Base will inform Executive members of the behaviour details and the Executive member will enter the behaviours onto the School Data Base.

SUSPENSION FROM SCHOOL

GENERAL PRINCIPLES

All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension is the option available to the Principal in these situations.

Collaboration between school staff, students and parents is an important feature of discipline in government schools. All should be fully aware of the suspension procedures and their place in the context of that school's student welfare and discipline policies.

Suspension is only one strategy within a school's student welfare policy and discipline code. It is most effective when it highlights the parents' or caregiver's responsibility for taking an active role in partnership with the school, to change the behaviour of their child. The school and the government school system will work with parents or caregivers with a view to assisting a suspended student to rejoin the school community as quickly as possible. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

Principals have authority, consistent with the provisions of these procedures and associated documents, to suspend or expel a student from a particular school or to recommend expulsion from the government school system. They will exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness.

In implementing these procedures, the Principal must ensure that no student is discriminated against on any of the following grounds:

- race, including colour, nationality, descent, and ethnic, ethno-religious or national origin,
- sex
- marital status
- disability, including HIV / AIDS

- homosexuality
- transgender
- age

The Principal must have procedures in place to deal with complaints received on these grounds.

The Principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs and developmental level of students.

The principles of procedural fairness are fundamental to the implementation of these procedures.

While a number of policies may apply to the circumstances or behaviour being considered in the context of a suspension or expulsion; if serious disciplinary action against a student is contemplated these procedures take precedence.

Principals acting in accordance with established policy and procedures are acting with the authority of the Department of Education and will be strongly supported.

The abstract included as 'Appendix G' provides a summary of "Suspension and Expulsion of School Students – Procedures" which set out the requirements for the suspension and expulsion of school students from NSW government schools.

AUTHORITY OF THE PRINCIPAL

The Principal has the authority to:

- suspend or recommend expulsions
- determine the conditions for the students continued enrolment

THE RESPONSIBILITIES OF PARENTS

Parent and teachers share a responsibility to provide opportunities for students to take responsibility for their actions.

The school is not by itself responsible to develop socially acceptable behaviour by students.

Parents will be expected to support the school in the application of the Wellbeing and Behaviour Policy.

There must be a partnership between parents, teachers and students to teach and promote socially responsible behaviour.

The school will link the children and the family to appropriate support agencies.

TEACHERS

Teachers are expected to support the effective implementation of the Wellbeing and Behaviour Policy.

STUDENTS

Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.

EVALUATION

This policy will be evaluated at Staff Meetings with consultation of the parent body each year and any necessary changes will be affected as soon as possible.

REVIEW

This policy will be formally reviewed in Term 4, 2019.

DISTRIBUTION

All staff	1 copy
All school families	1 copy available on request
P & C	1 copy
Director, Public Schools NSW	1 copy
Master to file	
Uploaded to the Corowa Public School Website.	

Corowa Public School PBL Minor and Major Behaviours

(Appendix G)

Minor behaviours - is handled by staff members at the time it happens by speaking with students and giving a direct warning. Warning is documented on the School Data Base

Major behaviours - is referred directly to the school executive team who will then follow our school Wellbeing and Behaviour Policy.

Area	Minor	Major
Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Not walking bike/scooter in school grounds 	
Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved / unsafe games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons/dangerous objects
Physical contact	<ul style="list-style-type: none"> Minor physical contact (e.g.: pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
Other		<ul style="list-style-type: none"> Possession or selling of drugs Possession of pornographic material
Class tasks	<ul style="list-style-type: none"> Not attempting set tasks that are at an appropriate level Refusing to work 	<ul style="list-style-type: none"> Repeated blatant refusal to complete set tasks
Being in the right place	<ul style="list-style-type: none"> Not being punctual (e.g.: lateness after breaks) Not in the right place at the right time. 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Uncooperative behaviour 	<ul style="list-style-type: none"> Blatant refusal to complete set tasks Refusing to follow warnings for minor behaviours.
Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty
Digital Devices	<ul style="list-style-type: none"> Use of an Ipod or music playing device without teacher permission 	<ul style="list-style-type: none"> Use of a mobile phone or any digital device in any part of the school for voicemail, email, text messaging, indecent materials, photographs or filming purposes without authorisation
Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
Property	<ul style="list-style-type: none"> Lack of care for the environment Littering 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying, name calling or harassment 	<ul style="list-style-type: none"> Major bullying / harassment Major disruption to class Blatant disrespect Major defiance

