Moorine Rock Primary School

BEHAVIOUR MANAGEMENT (BM) POLICY

Last Reviewed 2012
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POLICY STATEMENT

The development of appropriate and acceptable behavior is a staff, parent and student concern. The Moorine Rock school community encourages the establishment and maintenance of a safe, secure, co-operative and supportive learning environment.

BACKGROUND

We encourage positive interaction between students, teachers and parents at Moorine Rock Primary School. Our vision is to be a part of the rural community showing good citizenship and a caring and co-operative attitude towards others. We are striving to provide a safe and caring environment for promoting individual needs and encouraging students to develop to their full potential. One which encourages truthfulness, responsibility and the use of initiative, helping to ensure that students achieve their personal best and develop a sense of pride in themselves, their school and their community.

At Moorine Rock Primary School our aim is to:

- Develop preventative approaches to behaviour management
- Promote pro-social behaviour, student wellbeing and development of self discipline
- Focus on early intervention
- Outline procedures for the management of ongoing or serious misbehaviour
- Create a positive environment within the classroom where all students have a right to learn.
- Respect the rights of others and their property.
- Maintain a ZERO Tolerance to bullying
CODES OF CONDUCT

All staff at Moorine Rock Primary School will carry themselves with the utmost professionalism at all times. Our success is established through building positive and professional relationships between students, staff and parents, in order to create a safe learning environment for all.

The school Code of Conduct has been developed to make sure every member of the school community is aware of the expectations on them and others to maintain these levels of professionalism.

In our school the students: -
- Follow teachers' instructions.
- Let the teacher teach and the students learn.
- Are kind and polite to each other
- Look after our own and other people’s belongings
- Show a consistent willingness to achieve their personal best

In our school the Staff: -
- Provide every student with a safe and supportive learning environment
- Have the right to teach without any unnecessary disruptions
- Have open and honest lines of communication with students and the school community
- Build positive relationships with all students
- Are shown respect by students and staff
## RIGHTS & RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Teachers/Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rights</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td>To participate in the development of school policies</td>
<td>To participate in developing and implementing the school’s policies.</td>
</tr>
<tr>
<td>To be supported by the school policies, the school community and parents in establishing and enforcing school rules</td>
<td>To participate in establishing, teaching and enforcing school rules.</td>
</tr>
<tr>
<td>To teach without disruption and to the best of their ability</td>
<td>To teach to the best of their ability.</td>
</tr>
<tr>
<td>To have the right to work in a positive classroom environment</td>
<td>To reinforce positive behavior and create a positive classroom environment.</td>
</tr>
<tr>
<td>The right to be treated with the same respect given to others</td>
<td>To set an example to students by their own behavior.</td>
</tr>
<tr>
<td>The right to be skilled (PD) teach to the best of their ability</td>
<td>To provide a curriculum that is accessible to all students and is interesting and relevant.</td>
</tr>
<tr>
<td>To have their property respected</td>
<td>To respect their own and other people’s properties.</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>To be supported by staff and parents in the running of the school</td>
<td>To support the staff in their professional duties with behavior development and management through Performance Management.</td>
</tr>
<tr>
<td>To have staff competent in their ability to implement and evaluate IEP’s for students</td>
<td>To support staff with the implementation of IEP’s for students at educational risk.</td>
</tr>
<tr>
<td>To be supported by staff in implementing and reviewing policies</td>
<td>To monitor the review of the school policies.</td>
</tr>
<tr>
<td>To be supported in the implementation of consequences for student’s behavior.</td>
<td>To manage the consequences for student behavior as stipulated in the BMIS policy.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>To be treated with dignity and respect</td>
<td>To treat others with dignity and respect.</td>
</tr>
<tr>
<td>To work in and enjoy a safe, secure and clean school environment</td>
<td>To keep our environment safe, secure and clean.</td>
</tr>
<tr>
<td>For students to learn without disruption to a person’s learning environment.</td>
<td>To ensure that there is no disruption to one another’s learning environment.</td>
</tr>
<tr>
<td>For students to learn to the best of their ability in all domains such as academic, social, personal and physical.</td>
<td>To attend and fully participate by completing set work following teacher directions and the school’s code of conduct.</td>
</tr>
<tr>
<td>To be treated with respect and courtesy</td>
<td>To show respect and courtesy to others.</td>
</tr>
<tr>
<td>To achieve their educational potential.</td>
<td>To participate in developing this potential.</td>
</tr>
<tr>
<td>To have their property and others respected</td>
<td>To respect their own and others property.</td>
</tr>
<tr>
<td>To be proud of their achievements</td>
<td>Ensure their actions don’t discredit the school.</td>
</tr>
<tr>
<td><strong>Parents and Caregivers</strong></td>
<td></td>
</tr>
<tr>
<td>To be included as partners in their children’s education</td>
<td>To be pro-active by building partnerships with the school in the education of their children.</td>
</tr>
<tr>
<td>To have their children access a meaningful and adequate educational program</td>
<td>To ensure their children participate in the school’s educational program.</td>
</tr>
<tr>
<td>To participate in the development of the school’s policy.</td>
<td>To actively participate in the development of and to support the implementation of school policies.</td>
</tr>
<tr>
<td>To be informed about events that involve their children.</td>
<td>To communicate issues and concerns which may impact their performance at school.</td>
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</tbody>
</table>
STRATEGIES FOR A POSITIVE LEARNING ENVIRONMENT

Our school hopes to maintain good behaviour by the programmes run in our school and positive rewards for good behaviour.

This includes:

- Merit certificates
- Student of the Week
- Stamps/stickers, praise, etc.
- Feedback to parents via communication book.
- Group/individual points for classroom awards for positive behaviour and work.
- Students may be sent to the Principal or another classroom teacher to receive recognition of their achievements or efforts.
PROCESSES TO PREVENT BULLYING

At Moorine Rock Primary School we strive to create a safe and stress free environment in which every student has right to learn without interruption from others. We believe that it is necessary to have a ZERO Tolerance policy when it comes to bullying in any form.

Definition of Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying.

Types of Bullying

Bullying takes many forms and can include:

- **Verbal bullying**: The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

- **Psychological Bullying**: Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual’s reputation and sense of safety.

- **Relational Bullying**: Usually involves repeatedly ostracizing others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another’s personal information.

- **Physical Bullying**: Includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up” unwanted physical or sexual touching, and damage to personal property.

- **Cyber Bullying**: Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological form of bullying.

- **Bystanders to Bullying**: Bullying also involves the concept of “bystanders” A bystander may be someone who sees bullying or knows about it but he or she is not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. All members of the whole community at Moorine Rock Primary School need to be aware of their role in supporting those who are being bullied and their responsibility to discourage bullying behaviours when they observe them. Any member of the school community can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of the bullying incident but reporting bullying behaviour is also important. Bystanders are encouraged to report to someone who can help, such as a member of the school staff.

Prevention Strategies

Our school is proud of fostering a very supportive learning environment; however, we are currently in the process of investigating the implementation of a prevention program to further support a positive learning environment.
### TYPES OF BEHAVIOURS

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Low Key Responses</th>
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<tbody>
<tr>
<td>Talking whilst the teacher is talking.</td>
<td>Pause, scan, look, signal to begin/attention, type of response, come on back.</td>
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<tr>
<td>Getting out of chair.</td>
<td>Proximity, name, private dialogue, restating the rules/expectations, modelling appropriate behaviour.</td>
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<tr>
<td>Callouts.</td>
<td>Type of response (framing questions), pause, planned ignore, rules.</td>
</tr>
<tr>
<td>Shouting above others.</td>
<td>Planned ignore, name, look, gesture, private dialogue.</td>
</tr>
<tr>
<td>Physical poking.</td>
<td>Name, proximity, look, rules, private dialogue, problem not the student.</td>
</tr>
<tr>
<td>Putdowns.</td>
<td>Problem not the student, dealing with allies, private dialogue, rules.</td>
</tr>
<tr>
<td>Inappropriate requests.</td>
<td>Proximity, routine, responding to appropriate behaviour, private dialogue.</td>
</tr>
<tr>
<td>Stalling – toilet, pencils, lost items.</td>
<td>Pause, proximity, name, problem not the student, gesture, come on back, modelling appropriate behaviour.</td>
</tr>
<tr>
<td>Not following instructions.</td>
<td>Pause, proximity, look, name, gesture, dealing with allies.</td>
</tr>
<tr>
<td>Distracting others.</td>
<td>Pause, proximity, look, name, gesture, dealing with allies.</td>
</tr>
<tr>
<td>Moving places.</td>
<td>Name, proximity, dealing with allies, private dialogue, restating rules, modelling appropriate behaviour, responding to appropriate behaviour.</td>
</tr>
<tr>
<td>Deliberately breaking rules – playground bell, leaving room, hiding, not doing work.</td>
<td>Planned ignore, look, name, gesture, private dialogue.</td>
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<td>Interrupting adults / inappropriate listening / private dialogue.</td>
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### Serious Behaviours and Immediate Consequences.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Consequence(s)</th>
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<tbody>
<tr>
<td>Throwing Stones</td>
<td>Detention with appropriate activity</td>
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<tr>
<td>Leaving class/ school without permission</td>
<td>Detention with appropriate activity</td>
</tr>
<tr>
<td>Swearing at teacher/ students</td>
<td>Warning, reminder of class/ school rules</td>
</tr>
<tr>
<td>Misusing school property</td>
<td>Fix or pay for it. Banned for a time</td>
</tr>
<tr>
<td>Stealing</td>
<td>Find it/ replace it or pay for it. See carers</td>
</tr>
<tr>
<td>Teasing</td>
<td>Warning. If disturbing class - detention</td>
</tr>
<tr>
<td>Hitting teacher/ students</td>
<td>Detention. Tell parents/ carers/ school community person</td>
</tr>
<tr>
<td>Disruptive class behaviour</td>
<td>Warning. Detention if continues</td>
</tr>
</tbody>
</table>

### PROCESSES FOR DEALING WITH NEGATIVE BEHAVIOUR
TO ADDRESS NEGATIVE BEHAVIOURS

1. All children start on the green Traffic Light.
2. Put the child’s name on Amber for first two warnings.
3. Put the child’s name on Red for the third warning and Extreme behaviours (hitting, kicking, spitting, swearing, causing a child harm, violence, throwing chairs, sharp instruments, displaying inappropriate behaviour.) Their name goes on red straight away.
4. At the teachers discretion the child will be sent to the Principal.
5. The teacher or Principal will phone the parents for extreme behaviour and continuing inappropriate behaviour.
6. Students will be placed on a BMP (Behaviour Management Plan) if misbehaviour continues.
7. In an event where extreme behaviours occur the child goes straight to the red Traffic Light.
8. In case of an emergency, e.g. the child has a weapon, there is a red card, placed inside the door of each classroom that can be taken to the office.
9. In the case of severe persistent behaviour, the child will be subject to suspension.
10. Each case will be recorded in the classroom and for extreme behaviours in the office.
11. Children who visit the office need to fill in a resolution sheet. This gives them time to reflect about what they did. A copy of the resolution sheet will be sent home for parents to view.
12. Continued misbehaviour will be entered on the central system (SIS)
13. Each day is a clean slate on the Traffic Light system.

Consequences

1. Low Key- sit on the bench for 10 mins-20 mins
   - Juniors (K-3) - 10 mins
   - Seniors (4-7) - 20 mins
   This will only occur at lunchtime after the child has eaten their lunch.
   Sometimes they will have work to do.(Persistent unfinished work will have to finish at lunchtime in the classroom near teacher supervision)
   They will sit where the duty teacher can see them.(bench in the playground which is shaded). Parents will be advised either in the student’s communication book or by telephone or letter.
2. Extreme Behaviour-for Extreme Behaviours students will have 5 x 10 or 5 x 20 mins of lunchtime isolation. Parents will be contacted and it will be recorded.
Behaviour is often complex. Maintaining reasonable behaviour for students can, often, be very demanding and stressful. The aim of the following student behaviour management procedures is to prevent and/or minimise the negative impact of challenging student behaviour.

All behaviours (positive and negative) are to be logged into Integris (SIS) by the reporting officer/teacher within 24 hours of the event occurring. The appropriate letters and actions are then able to be taken by the administration.

Each class and the school office will have a ‘Moorine Rock PS Student Behaviour Management Flowchart’ placed where it can be easily seen and accessible. This flowchart is a quick reference for everyone, including students and parents. It is also a way of ensuring there is a consistent approach to student management at Moorine Rock PS.
Moorine Rock Primary School
Behaviour Management Policy

Moorine Rock PS Student Behaviour Management

Traffic Light System

Flowchart

1. **First unacceptable behaviour**
   Verbal warning
   The teacher will keep a record.
   ☺ Student not prepared to work it out

2. **Second unacceptable behaviour**
   Name moves to the Orange on Traffic Lights
   The teacher will keep a record.
   ☺ Behaviour improves. Student continues modelling appropriate behaviour.
   ☺ Student returns at end of session to negotiate with teacher and agrees to modify behaviour. Ongoing and acceptable behaviour monitored.

3. **Third unacceptable behaviour**
   Name moves to the second part of Orange on Traffic Lights
   Student isolated within the classroom/playground.
   Parents contacted by classroom teacher.
   Student negotiates return to class.
   The teacher will keep a record.
   ☺ Student not prepared to work it out

   ☺ Student completes isolation and rejoins the class. Ongoing and acceptable behaviour monitored.

4. **Fourth unacceptable behaviour**
   Name on the Red part of the traffic light
   Student referred to Principal.
   Parents contacted by Principal/teacher.
   Informal contract.
   The teacher and Deputy will keep a record.
   ☺ Student returns from Principal and follows in formal contract. Ongoing and acceptable behaviour monitored.

☺ Extreme Behaviour
   Student sent to Principal with referral slip

☺ Student not prepared to work it out

Ongoing Poor Behaviour
Parents contacted by Principal.
Meeting arranged.
Development of a formal BM contract with serious consequences.
The teacher and Principal will keep a record.
OTHER BEHAVIOURAL CONSIDERATIONS

BUS RULES

While the School is no longer responsible for student behaviour once they enter the bus, it is still expected that while they are still wearing the school uniform and representing the school they will attempt to maintain a reasonable level of behaviour. This could include:

Children should:
- Sit in their seat at all times (no swapping of seats)
- Speak nicely to each other
- Obey the bus driver’s instruction
- Put rubbish in their lunch box or in the bin provided
- Respect their & others property
- Keep all body parts inside the bus
- Keep the noise down to an acceptable level

PLAYGROUND (developed by students)

1. No bullying
2. Respect cultural differences
3. No bad language
4. No rough play
5. Good sportship in games
   - Time out in front of office (10 minutes)
   - Frequent occurrence - Parent or a responsible person informed
   - BMP (Behaviour Management Plan) developed in consultation with parents
COMMUNICATION STRATEGIES

Reporting Positive Behaviour

Dear _____________________________

This note is to let you know that your child __________________________
has been commended on his/ her:

- good behaviour during ___________________________________
- kindness to ____________________________________________
- helpfulness to __________________________________________
- action (______________________________) without being asked
- politeness to ___________________________________________

Teacher __________________________  Date___________________

Moorine Rock Primary School
C/- PO Moorine Rock WA 6424
Ph 90491176  Fax 90491261
DEAR (Parent Name)

I have received information that suggests that your child, (child name), has breached the school’s Code of Conduct by behaving in the following manner: (Describe situation)

As a consequence for this behaviour, a period of suspension from school is being considered.

You are invited to contribute to the decision making process by expressing your views about the alleged behaviour of your child and the recommendation that your child be suspended from school.

Please contact (staff name, phone) by (date and time) to discuss:

• (child name)’s behaviour at school;
• factors that may have contributed to the behaviour;
• the range of possible consequences for the behaviour;
• an ongoing behaviour management plan for (child name)

Principal
(date)
APPENDIX C LETTER TO PARENT – SUSPENSION

Parent name
Address
SUBURB

Dear (Parent Name)

Your child (insert name) has been suspended from attendance at (school). The suspension is a consequence for the following behaviours:
(Describe behaviours)

The period of suspension is from (date) until (date), a total of (N) school days. (Child name) has now been suspended for (cumulative total) school days this year.

The following conditions apply to this period of suspension:

List, if appropriate include:

• specific permission to enter school property
• educational instruction arrangements

When (child name) returns to school an individual behaviour management plan will be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Please contact (staff name) if you wish to discuss the period of suspension, any conditions imposed, or the management of (child name) behaviour at school.

Principal
(date)
Dear (Parent Name)
Your child (insert name) has been suspended from attendance at (school) as a consequence of the following behaviours:
(Describe behaviours)

The suspension had to be imposed immediately because the behaviour of your child involved a serious breach of discipline that adversely affected or threatened the safety of others at school.

The period of suspension is from (date) until (date), a total of (N) school days.

You are invited to express your views about the behaviour of your child and the decision to suspend your child. Information you provide may lead to a reconsideration of the decision.

Please contact (staff name, phone) by (date and time) to discuss:
• (child name)’s behaviour at school;
• factors that may have contributed to the behaviour;
• the range of possible consequences for the behaviour.

When (child name) returns to school an individual behaviour management plan will need to be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Principal
(date)
Contact with Parents – Phone Proforma and Record

Use different colour pens to indicate notes you made prior to the phone call.

Student’s Name: ____________________________  Parent’s Name: _______________________
Student’s Room No. _________     Date: ___________________________

Good morning Mr/Mrs Smith. This is Sue Last phoning from MRPS, I am Freddy’s classroom teacher.

I am calling to inform you about an incident that occurred today/yesterday/this week involving your child.
Describe what happened:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The choice the student was given:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What led to the behaviour:
____________________________________________________________________________________
____________________________________________________________________________________

The actions you took:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The consequences (Refer to Buddy Withdrawal Sheet):
____________________________________________________________________________________
____________________________________________________________________________________

Follow up actions required
By Teacher:
____________________________________________________________________________________
____________________________________________________________________________________

By Student:
____________________________________________________________________________________
____________________________________________________________________________________

By Parent (how can they help):
____________________________________________________________________________________

Do you have any questions?
____________________________________________________________________________________
____________________________________________________________________________________

If parent is aggressive and unresponsive inform them that you would like to continue the conversation when they have calmed down. If parent continues to be aggressive inform them that you will hang up the phone and call them back in 10 minutes if they do not calm down or that they may return your call when they feel calmer. You can ask if they would like to come into the school to discuss the situation with you and the Principal or with another staff member present.

Notes
____________________________________________________________________________________
____________________________________________________________________________________

Teacher Signature: ____________________________
Moorine Rock Primary School
Behaviour Management Policy

To be returned to classroom teacher with the student.

Self Analysis Sheet for Buddy Withdrawal Form A

Name: _____________________  Class: _____  Date: _______________  Time: _____________

1. My behaviour was

2. This is what I did:

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

3. This is what I should have done:

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

Signed: _______________________ (student)  Date: ______________________

Signed: _______________________ (teacher)  Date: ______________________

Questions should be answered neatly and carefully and then handed back to the classroom teacher for discussion. For younger students teacher may assist. The student will need to negotiate their re-entry to the classroom.
Moorine Rock Primary School
Behaviour Management Policy

Self Analysis Sheet for Buddy Withdrawal Form B

Answer the questions on this form neatly and carefully and then hand it back to the teacher from whose class you were withdrawn. You will need to share this sheet with your teacher and discuss your classroom behaviour and choices. You will need to negotiate your re-entry to the classroom.

1. What was your behaviour?
   
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. What choices were you given?
   
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. What can you do to work your way back into the classroom?
   
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

4. What behaviours can you show to make sure you don’t get withdrawn again?
   
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

Signed: _______________________ (student)  Date: ______________________

Signed: _______________________ (teacher)  Date: ______________________
<table>
<thead>
<tr>
<th>Student Referral Sheet for Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student’s Name:</strong> ___________________</td>
</tr>
<tr>
<td><strong>Teacher:</strong> __________________________</td>
</tr>
<tr>
<td><strong>Time Sent:</strong> ______________ to ______________</td>
</tr>
</tbody>
</table>

This slip is to be sent with the student to Withdrawal. Do not write anything here except instructions for Withdrawal. You may like to give some indication as to why the student is with them.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

**Buddy Withdrawal Teacher**
This student has been asked to work in your classroom as a result of inappropriate behaviour. Please keep this student in buddy withdrawal until the next break, and then ask him/her to return to the classroom teacher. **This sheet should be returned to the student’s classroom immediately.**

Student has arrived for Withdrawal. Signed: __________________________
Comments: __________________________________________________________

<table>
<thead>
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Student has arrived for Withdrawal. Signed: __________________________
Comments: __________________________________________________________
## NOTES AND RECORDS

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Description of Behaviour</th>
<th>Action Taken</th>
</tr>
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<tbody>
<tr>
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Moorine Rock PS
Student Behaviour Re-Entry Contract

This contract is an agreement for a student to enter back into class if certain behaviours are addressed.

NAME: ___________________________  Class: _______________________

At Moorine Rock PS the students have a right to teach and the teachers have a right to teach.
_________________________ has persisted interfering with those rights by:

________________________________________________________________________

At a special meeting with the student, parent, class teacher and principal it was decided that __________________________ has agreed to participate in class activities, on probation for a week, under the following conditions:

________________________________________________________________________

Signed by all present at the meeting:

Student __________________________________ ( ____________________________ )

Parent(s) __________________________________ ( ____________________________ )

Teacher __________________________________ ( ____________________________ )

Principal __________________________________ ( ____________________________ )

Date: 

____________________

To be completed at the end of each school day initialed by the teacher and student.

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<tr>
<th>Date</th>
<th>State how the student has improvement in the behaviour?</th>
<th>Teacher initials</th>
<th>Student initials</th>
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