



BEAUMARIS PRIMARY SCHOOL



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STUDENT SERVICES

“School Spirit”

Staff of Beaumaris Primary School
Student Services Coordinator– Jill Nairn



BEUAMARIS PRIMARY SCHOOL STUDENT SERVICES

Student Services at Beaumaris Primary School are comprehensive. The school offers a range of programs to assist students who are at risk educationally, socially, emotionally, and in matters of health, well – being and self esteem. Student Services are divided into five categories.

1.0 STUDENTS AT EDUCATIONAL RISK

Identification of students at educational risk occurs through analysis of student performance data and teacher observation. Support programs for students experiencing learning difficulties (especially literacy) include “Bwell” (Junior school) and ARK (Middle and Senior School). These programs use parent volunteers extensively. As well as classroom provision, extension programs are offered at a District level through PEAC (Primary Extension and Challenge – Years 5-7). Individual Education plans are features of the Students at Educational Risk program. These are determined by class teachers, usually in consultation with the school’s Deputy Principal (Student Services) and School Psychologist. Parents are also involved in this process and may initiate referrals through the class teacher or Deputy Principal (Student Services). Case Conferences are necessary in some circumstances, along with referrals to external agencies.

A range of individual and group strategies and programs are used by teachers and trained assistants and parents. These are well received by parents who say they see a difference, not just in learning improvements but also in self-esteem and confidence. All staff are required to account for IEP’s as part of the Performance Management cycle, which also requires parental participation.

2.0 BEHAVIOUR MANAGEMENT

Comprehensive policies are in place at Beaumaris for behaviour Management. Policies include a Code of Behaviour, Roles and Responsibilities, Consequences, Positive Strategies, Restorative Justice, Bullying and Violence Prevention.

One of most significant influences affecting the quality of learning in our school is student behaviour in classrooms and throughout the school. Policies and practices outline key elements in dealing with misdemeanours in terms of School responsibilities, Student responsibilities and how parents can help.

At Beaumaris student behaviour consequences accumulate over three levels where students commence with a “clean slate” each term – Good Standing. Students involved in more serious forms of unacceptable behaviour may “jump” a level or face immediate suspension. All members of the school community are expected to walk and talk in terms of school values, ethics and Code of Behaviour.

2.1 School Code Of Behaviour:

- Pursuit of Knowledge ad Commitment To The Achievement Of Potential
To use appropriate behaviour to enable students to learn and teachers to teach
- Respect and Concern for Others and Their Rights
To be kind, respectful and caring to myself and others
Demonstrate courtesy and consideration of others





- Self Acceptance and Respect of Self
Set personal goals
Exercise self-control
Care for own belongings
- Environmental Responsibility
Respect and care for the school and its environment.
Respect and care for the wider community.
- Social and Civic Responsibilities
Participate in active citizenship.
To help make our school a healthy, safe environment

The Policy is founded upon the value of 'Good Standing' as an outcome for actively living our Code of Behaviour. Good Standing allows students the privilege of all school optional activities such as excursions, awards, camps, discos and special events. Where students fail to do so, their Good Standing and privileges are withdrawn, until such a time when they consistently exhibit expected values and behaviours.

As a consequence, Beaumaris experiences very few breaches of 'Good Standing' and misbehaviour, creating a safe and caring learning environment that allows teaching - learning relationships to flourish and students to feel safe, valued and cared for.

3.0 SCHOOL SPIRIT

The school has a focus on creating a positive, caring and safe environment. This has nurtured development of a number of programs that foster excellence, endeavour, harmony and collective school community spirit. These include Assembly Presentations, Merit Awards, Endeavour and Achievers Programs, Achievers' Camp and Achievers' Day, Year 7 Sydney/Canberra Tour, Outdoor Education Camp, Faction Competition, Student Council and Graduation Activities.



School Spirit is also fostered through special whole school projects that include performing arts, community based activities, competitions and special events. Last year the whole school performance was La Carnivale, a tapestry of dance, theatrical movement, acrobatics, circus and colour from across the world and through the ages. It proved an enormous success, engaging learning and uniting school and community in three fabulous performances.

School Spirit is also evolved through promoting enjoyment, fun and humour into daily school life, based upon the "Fish" philosophy 'walked and talked' by the Pike Place Fish Market in Seattle, now by all at Beaumaris.

Fish Philosophy:
Be there!
Choose your attitude!
Make their day!
Have Fun!



Classrooms, staffroom, the school environment and whole school relationships are positive, enjoyable and just a pleasure to experience, creating a comfortable, safe and engaging learning environment where teaching – learning and community relationships promote improved outcomes and self – esteem. School Spirit is all about the cultural, spiritual and social context within which we interact, work, share and enjoy what we do, how we do it, why we do it, when we do it and with whom we do.



4.0 STUDENT WELL BEING

Beaumaris policy promotes inclusivity for all children across the school. Where the school is able to manage health issues and provide an appropriate educational program for students with specific needs, special arrangements are put in place to cater for children with disabilities or medical needs. These are addressed through Individual Health Management Plans and targeted programs.

Students with high risk medical conditions are identified on emergency action plans, including photographs, symptoms and actions to be taken. All staff have been given training and awareness professional development, including canteen personnel, where menus have been adjusted to minimise risk.

The school caters for many educational and special needs students and employs over ten special needs assistants. They in turn, with staff, have received professional development regarding needs, awareness, understanding, management strategies, available support networks and collaborative practices. In addition, staff and assistants have received training in the delivery of a variety of programs that have assisted students and improved self esteem, learning outcomes and resilience. These include CABCA, Rock and Water, Mentoring, Support a Reader and BWELL. As a result there is a high level of acceptance and support for inclusivity at Beaumaris by staff, families and students. So much so that we receive many requests for enrolment, outside our catchment area because of the school's reputation, not only on its inclusivity programs but its general Student Services Portfolio.

This is complemented by a highly effective Physical Education program that is developmentally focused. The program builds onto Health programs to foster healthy living, recreational pursuits, skills development, resilience and personal development. Programs in dance, games, fitness, skills and personal development add to student well being and enjoyment.



Emotional and social needs are also a school focus, where students are quickly identified and where necessary, placed into special programs such as Art and Drama Therapy, Mentoring and Rock and Water, with parental permission. Many of these are highly confidential and have enabled students to be confident in sharing their feelings and concerns in a variety of formats, media, and groupings that lead to positive outcomes. These programs are intensive and ongoing, run by staff, ECU support and selected parent volunteers. All are trained in skills, management and accountability. The school has a high success rate because of school community willingness to deliver programs and the shared belief they improve outcomes for participants and in turn, improve teaching – learning relationships.



4.1 Student Services Programs:

TITLE OF INITIATIVE	Program Overview
Bwell Program – Student services program that is mainly organised by 2 of our Teacher Assistants and run in conjunction with parents.	Students identified by their teachers for short term practice of basic literacy skills are placed on the Bwell program. After an IEP has been written and the parents consulted, students work individually with a parent volunteer for short sharp skill practice.
Volunteer Program is a strategy for assisting Students at Educational Risk. It is a child-centred scheme which has been developed to provide individual assistance for children with special needs in the area of Self Esteem.	Parent, grandparent volunteers and members of the community come to the school to work on an individual basis with a child for thirty minutes each week. Referred students receive a wide range of practical experiences depending upon their individual needs.
Art Therapy is part of the Student Enrichment Volunteer Program to assist in the Social and or Emotional domains. It is run in conjunction with Edith Cowan University. Beaumaris P.S. is a placement site for its Master of Arts (Art Therapy) students under the supervision by Visual Arts specialist teacher, Jan Bowdler who is a trained art therapist.	Students identified by their teacher and with parent permission, work with the Art therapist to express their feelings through play and art making in the presence of an art therapist. Art therapy is a non-threatening supportive environment for children to explore, problem - solve and learn to understand and like him/herself better.
Drama Therapy is part of the Student Enrichment Volunteer Program to assist in the Social and or Emotional domains. It is run in conjunction with Edith Cowan University. Beaumaris Primary School is a placement site for its Master of Arts (Drama Therapy) students under the supervision of Visual Arts specialist teacher, Jan Bowdler.	Students identified by their teacher and with parent permission work with the Drama therapist to express their feelings through play, drama and self-directed action in the presence of a drama therapist. Drama is used as a tool to explore feelings and life experiences.
Support A Reader is a program to give children additional assistance with their reading.	Students identified by their teacher and are referred to the Student Service Co-ordinator for placement in the program. Parent volunteers are trained in “Cambourne’s Conditions for Language Learning”. They work individually with a student for 20 minutes
Staff/ Student Mentor Program - aims to provide individual support to student’s learning needs.	Volunteer mentor staff act as role models to encourage students in accepting responsibility for their learning and performance. Mentors meet with their students on a daily basis for a three week period to develop strategies and achieve goals to improve student learning outcomes.
Buddy Classes aim to promote resiliency within our students as well as provide leadership opportunity for the older child. It also develops empathy and a feeling of belonging to a wider community.	Junior classes are buddied with an older class to work on various activities together.
Performance Indicators in Primary Schools On-Entry Baseline Assessment is one of the strategies used to identify students at risk.	The teaching and learning program of the Pre-primary students is partly developed around the data from the PIPS testing.



<p>An Outstanding Achievers award and a Progress Achievement Award are given at the end of each term to each class from Year 1 upwards.</p>	<p>These awards celebrate a student’s achievement in a number of areas including academic achievement. The winners of the Outstanding Achievers Award over the year for Years 1 to 3 attend a special day outing organised and partly paid for by the school. A special Achiever’s Camp is also run Term Three for students who have won the awards and been selected by staff.</p>
<p>The Endeavour Awards are given at the end of each term to each class from Year 1 upwards.</p>	<p>The Endeavour Awards Program gives special acknowledgement and recognition to outstanding achievement in the Arts, Sport and Community Services, as well as Progressive Academic achievement. Special badges, corresponding to sub schools and areas are awarded across the school, along with opportunities to be part of special Endeavour Challenge Days, outside the school.</p>
<p>The Quiet Achievers Club is a strategy that rewards students for their effort and encourages them to achieve their maximum potential.</p>	<p>Twice a term a student is nominated from each class who has demonstrated a positive attitude to class work, practises values in their interaction with others and acts as a positive role model for other students through their high standard of behaviour. These students are rewarded with a badge, canteen voucher and exclusive use of the library on the Friday of the week they win their award.</p>

5.0 STUDENT ACKNOWLEDGEMENT AND RECOGNITION PROGRAMS:

Part of the Well Being focus is an extensive program of student acknowledgement and recognition. While the school successfully focuses upon special needs and managing student behaviour, it is just as important to celebrate student achievement, development and contribution. This aspect of the Student Services Portfolio models desired outcomes across the school through promotion of recognition and reward. The programs are extremely popular with staff, parents and students alike. They include:

5.1.1 Assemblies

School assemblies are held on Wednesday mornings and run by individual classes (K-7) who share performances, classroom work and points of interest with the school community. Merit awards and a range of other presentations are made in recognition of student, class and faction achievement. These are highly regarded by families and always well attend, after which they share morning tea with staff concerned, promoting positive home – school relationships and support.



5.1.2 Awards

The school encourages student excellence and endeavour. An important component of this strategy is a comprehensive system of awards.

Endeavour Badges are awarded at term assemblies on the following basis.

- Outstanding Achievement - (Purple) awarded termly for outstanding achievement (academic focus) for years 1-7(1 maximum per student per year)



- Senior Sports - (Aqua) awarded for outstanding sports performance and sportsmanship in years 6 & 7 (1 per 2 years)
- Senior Arts - (Red) awarded for art in a school based activity in years 6 & 7 (1 per 2 years)
- Senior Community Service - (Green) awarded for outstanding service to the school community in years 6 and 7. (Silver) awarded for outstanding service to the school community in years 4 & 5 (1 per 2 years)
- Senior Special Achiever -(Orange) awarded to a student who has demonstrated an outstanding improvement in their Sport, Art or Outstanding Achievement in year 6 & 7 (1 per 2 years)
- Middle Endeavour - (Silver) awarded to a student who has demonstrated an outstanding improvement in their Sport or Art in year 4 & 5 (1 per year)
- Middle Community Service - (Silver) awarded to a student who has demonstrated an outstanding improvement in community service (1 per year)
- Middle Special Endeavour – (Silver) wild card for demonstrated achievement or progress in Sport, Arts and Community Service (1 per year)
- Junior Endeavour – (Yellow) awarded, once per year, to a student who has demonstrated an outstanding effort in sport or art in the Junior Sub School (1 per year)

Endeavour Challenge Senior School - awarded to senior students who earn 4 of the five Endeavour Badges over two years, of which one must be Outstanding Achievement. Students are invited to attempt a personal challenge such as sailing.

Endeavour Challenge Middle School - awarded to Years 4 & 5 students who earn three badges over two years of which one must be Outstanding Achievement. They are invited to attempt a personal challenge or extracurricular experience.



Junior Achiever's Day - for students who attain an Outstanding Achievement Award or a Junior Endeavour Award in terms 1, 2 and 3 in Years 1-3.

Achiever's Camp - students who attain the Outstanding Achievement Award or Progressive Achievement Award during terms 1 or 2. Students are invited to attend a camp for Years 4-7.

Weekly Merit Certificates are awarded to students who are displaying good standards of behaviour and work skills.

Encouragement Certificate awarded to a student who has shown outstanding effort with significant improvement in the classroom.

Raffle Tickets are awarded to students displaying good manners, work skills, responsibility and good playground behaviour. Prize draws are held weekly at assemblies.

French Awards go to students who demonstrate good achievement and active participation in LOTE.

Faction Rewards. Points are given for sport activities, following school rules and showing responsible behaviour. The winning faction each week has its flag flown and at the end of term the winning faction has a sausage sizzle.





Environment Award goes to classes who keep their rooms, bags and surroundings tidy.

Graduation and Presentation Awards are awarded at the end of the year to classroom academic, civic, leadership, sports, arts and community prize winners.

CONCLUSION

Beaumaris invests a lot of time, resources and energy into its Student Services Portfolio in the belief that a united, happy, safe and caring environment results in students and teachers being more confident, engaged and comfortable about positive teaching – learning relationships. The end result is improved outcomes, both academic and non-academic, as evident in the schools Annual Reviews and its selection as a High Demand Government School, as part of the recent national MCEETYA review.

Such is the success of the Student Services Portfolio that two staff members have been seconded, by DET, to undertake special programs within the Department's Student Services Branch in 2005. Beaumaris is regarded as a highly effective example for student support initiatives and outcomes, by DET. This reputation has grown with increasing enrolment requests by parents outside the school's catchment area.

The staff are to be congratulated for their commitment and enthusiasm in providing a safe, caring and exciting learning environment for all students.



September 2005 Submission by:

Jill Nairn (Deputy Student Services Coordinator) & Tony Misich (Principal)

On behalf of the... Whole School Community at Beaumaris

Age of School: 14 Years
Student Population: 760
Number of Staff: 70
Category: Primary
After Hours Contact: 0419 929 833



BEAUMARIS PRIMARY SCHOOL

ANTI BULLYING POLICY 2005

Rationale:

Bullying practices and attitudes can contribute to reduced levels of confidence, poor self-esteem, low resiliency and lack of achievement. Beaumaris Primary School is committed to the provision of a safe environment for all who participate in any school activity. The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

Purpose:

1. To comply with legal requirements to protect the safety of staff, parents and student.
2. To provide ongoing training in dispute and conflict management which is appropriate to students, staff and parents.
3. To take positive action by informing pupils, parents and teachers of the school's expectations and to foster an productive partnership which helps maintain a bully-free environment.
4. To overcome bullying by practicing zero tolerance.
5. To ensure procedures for handling bullying are consistent and compatible with other school policies.

Broad Guidelines:

1. Identify victims and bullies by keeping relevant records and ensuring a 'safe' reporting procedure is in place.
2. Encourage the school community to be watchful and to discuss potential problems.
3. Educate and actively involve the school community about bullying prevention on a continuing basis.
4. Apply the most appropriate intervention strategy in accordance with the school's existing BMIS Policy.
5. Promote an inclusive environment.
6. Incorporate strategies and procedures of the Child Protection Policy.

Conclusion:

The implementation of this policy aims to heighten the understanding of bullying in our school and put procedures in place that will create an environment where individual differences are appreciated and everyone feels valued and safe.



BEAUMARIS PRIMARY SCHOOL

PROTECTIVE BEHAVIOURS POLICY 2005

Rationale:

The Government Education System is committed to the care, safety and protection of all children attending government schools. This responsibility extends beyond academic success to the intellectual, physical, social and emotional development of children and provision of caring and supportive learning environments.

Purposes:

Protective Behaviours is a preventative life skills program that assists people of all ages to develop skills to help them deal with difficult or hostile situations. Everyone working in schools is responsible for: the care and protection of students; and reporting concerns of neglect, emotional, physical maltreatment or sexual maltreatment.

Broad Guidelines:

The aim of the program is the elimination of root causes of abuse and violence within our society. Protective Behaviours assists in the primary prevention of abuse by:

- Developing an expectation among staff, children and parents that feeling safe is a basic human right and that there are acceptable ways to deal with unsafe and uncomfortable feelings.
- Teaching alternative approaches to solving problems and dealing with conflict in ways which respect the right of everyone to feel safe.

This is achieved by constantly strengthening the school's capacity as a healthy setting for living, learning and working via a framework of three interconnected domains:

- Curriculum, teaching, ethos and environment – including transitional developmental continua that include: Lifelong learning competencies; Middle schooling culture; Learning to Learn; Creativity; Well Being; Values and Ethos; Productive Pedagogy; Core Learning; Resources; and Outcomes
- Organisation, Ethos & Environment – that promotes: positive relationships; values; attitudes; practices; extra-curricular opportunities; addressing individual differences; and caring social and physical environments
- Partnerships & Services – underpinned by the school Student Services Portfolio and programs, in partnership with the home; support services; program specialists, volunteers and the community.

Conclusion:

The Protective Behaviours Policy is reflected in the school vision and strategic plan, for which all staff are accountable.



BEAUMARIS PRIMARY SCHOOL

STUDENTS AT EDUCATIONAL RISK (Learning Difficulties) POLICY 2005

Rationale:

Students at risk of not achieving the outcomes expected according to their potential or relevant to their needs are a significant group. Students may be at educational risk for a variety of reasons related to learning difficulties, giftedness, disability, behaviour or social/emotional issues. Teachers at Beaumaris recognise these students and place a high priority on meeting their needs.

Purposes:

1. To identify students at educational risk.
2. To collaborate with Key Stakeholders to gather meaningful information to assist planning to improve learning outcomes for SAER.
3. To develop and implement action plans to assist SAER.
4. To have purposeful, comprehensive and continuous records of support provided for SAER.
5. To provide professional development for staff on SAER priorities within the school.
6. To review SAER strategies on an ongoing basis.

Broad Guidelines:

1. System and school based assessment tools are used to identify SAER. Identification can be made by teachers, parents or administration
2. Planning for intervention to be done in collaboration with key stakeholders. This must include parents and may include teachers, students, administration and specialists from outside DET.
3. Individual education (IEP) and behaviour (IBP) plans must be developed for students who need a significant modification to the classroom program (learning difficulties and extension).
3. SAER meetings, case conferences and interviews to be conducted to assist collaborative planning and reviewing.
4. Individual student profiles to be maintained by classroom teachers and track students as they move through the school from year to year.
5. Professional Development Committee is to consider offering professional development to staff on addressing the needs of SAER.
6. To follow DET's guidelines relevant to SAER.

Conclusion:

The early identification and provision of appropriate programs for students at educational risk is an ongoing school priority. This policy is consistent with the relevant DET policies including SAER and Curriculum, Assessment and Reporting K-10: Policy and Guidelines.



OUR SCHOOL CODE OF BEHAVIOUR

Pursuit of knowledge and Commitment to the Achievement of Potential

To use appropriate behaviour to enable students to learn and teachers to teach.

Respect And Concern For Others And Their Rights

To be kind, respectful and caring to myself and others.
Demonstrate courtesy and consideration of others.

Self Acceptance And Respect Of Self

Set personal goals.
Exercise self control.
Care for own belongings.

Environmental Responsibility

Respect and care for the school and its environment.
Respect and care for the wider community.

Social And Civic Responsibilities

Participate in active citizenship.
To help make our school a healthy, safe environment.



OUR SCHOOL CODE OF BEHAVIOUR

BMIS STAGE	THE SCHOOL'S RESPONSIBILITIES	THE STUDENT'S RESPONSIBILITIES	HOW PARENTS CAN HELP
ESTABLISH ACCEPTABLE SCHOOL BEHAVIOUR	<ul style="list-style-type: none"> Define acceptable behaviour through school code and classroom rules. Encourage a positive attitude to school by reinforcing appropriate behaviour and encourage individual and school pride through achievement and the wearing of school uniform. Be consistent and just in dealing with students. Provide students and parents with the opportunity to discuss behavioural management decisions. Provide for the safety of all members of the school community and the protection of property. After fair warning follow Behaviour Management level forms and consequences. Students regain 'Good Standing' after a term at the discretion of the principal (exception for accumulation of suspension days). 	<ul style="list-style-type: none"> Know and understand school code and classroom rules. Behave in an acceptable manner by making the right choices. Follow instructions given by teachers. Establish goals for achievement at school. Show pride in your school, wear the school uniform. Have respect for the rights and property of others. 	<ul style="list-style-type: none"> Be aware of the school's Behaviour Management policy and be supportive. Encourage the setting of goals so that there is a sense of purpose. Keep in touch with what is happening at school. Encourage individual and school pride. Insist on the wearing of school uniform. Encourage acceptable behaviour. Make a point of getting to know your child's teachers. Involve themselves in school activities or committees.
STEP 1 YELLOW LEVEL	<ul style="list-style-type: none"> Determine the needs of the student to provide appropriate strategies to help the student manage his/her behaviour. Consequences applied - After warning name recorded, ticks for 2 further warnings, send to "Thinking Spot" (15 mins), or removal from the playground. Counselling by teacher or principal. Parents informed by letter (yellow proforma). Individual Behaviour Plan developed and implemented in collaboration with parent/student. 	<ul style="list-style-type: none"> Be prepared to discuss problems honestly to solve them. Complete a Yellow Level consequences Catch up on work missed while withdrawn. Take home Yellow Level Letter. Discuss the problem with your parent(s) honestly and openly. 	<ul style="list-style-type: none"> Be alert to problems arising at school. Realise that Yellow Level is an early signal of inappropriate behaviour. Problem solve with your child on how to deal with the problem or how to avoid the situation from reoccurring. Encourage "catching up" on work missed during withdrawal. Sign and return Yellow Level Proforma to the teacher or administration.
STEP 2 ORANGE LEVEL	<ul style="list-style-type: none"> Support the student by listening and discussing options to resolve behavioural issue. Consequences applied - After warning name recorded, ticks for 2 further warnings, send to 'Partner room' (15 minutes), or removal from the playground, Time out for up to 5 days, loss of privileges for up to one week. Parents informed by letter (Orange Proforma). Individual Behaviour Plan developed and implemented in collaboration with parent/student. 	<ul style="list-style-type: none"> Be prepared to discuss problems honestly to solve them. Complete Orange Level consequences. Follow consequences closely - failure to report for Time Out may result in a further consequence. Catch up on work missed while withdrawn. Take home Orange Level letter. Discuss the problem with your parent(s) honestly and openly. 	<ul style="list-style-type: none"> Realise that Orange Level is a signal of accumulating unacceptable behaviour or a more serious misdemeanour. Continue to discuss problem with your child. Reinforce the notion that unacceptable behaviour interferes with the achievement of goals. Identify other outside influences. Insist that work missed is made up. Sign and return Orange Level proforma to the teacher or administration.
STEP 3 RED LEVEL	<ul style="list-style-type: none"> Counselling. Referral to School Psychologist if necessary. Consequences applied - Send to administration with the possibility of being sent home for the day, time out for up to 10 days, in school suspension, loss of privileges for up to 4 weeks. Parents informed by letter (red level) Possibility of leading to suspension or exclusion from school INDIVIDUAL BEHAVIOUR PLAN developed and implemented in collaboration with parent/student. 	<ul style="list-style-type: none"> Be prepared to discuss problems honestly to solve them. This may involve the School Psychologist. Complete Red Level consequences. Follow consequences closely - further misdemeanours result in Red Level referrals until the end of term. Catch up on work missed. Take home Red Level letter and discuss the problem with your parent(s) honestly and openly. 	<ul style="list-style-type: none"> Treat Red Level Step very seriously. Show displeasure by applying sanctions. Sign and return the Red Level Proforma to administration. Attend meeting to discuss the consequences for your child. Continue to re-enforce, reward good behaviour. Look for new ways of dealing with problems.



BMIS STAGE	THE SCHOOL'S RESPONSIBILITIES	THE STUDENT'S RESPONSIBILITIES	HOW PARENTS CAN HELP
<p>STEP 4</p> <p>SUSPENSION</p>	<ul style="list-style-type: none"> Parents informed by letter (Red Proforma) and Departmental Form for suspensions. Communication with parent regarding intent to suspend and provide opportunity for parental involvement in decision. (Appendix D) Suspension notices sent by mail where applicable. (Appendix E) Class teacher will provide work for student who has accumulated three or more consecutive days suspension or has accumulated 5 days suspension within the year. A meeting is organised to determine a re-entry plan for the student to minimise occurrence of behavioural difficulties. Principal, parent and teacher to develop an action plan that includes the appropriate strategies (eg. Individual Behaviour Plan, Individual Education Plan, SPER) 	<ul style="list-style-type: none"> Suspended students are not permitted on school premises. Report to principal on return to school. Catch up on work missed Complete and submit work given while on suspension. 	<ul style="list-style-type: none"> Insist that obligations are met and ensure supervision while child is suspended. Attend a meeting at school following suspension. Attend a review meeting at the District Education Office after 15 days of suspension have been accumulated.
<p>STEP 5</p> <p>EXCLUSION</p>	<ul style="list-style-type: none"> Recommendation for exclusion is based on careful consideration of objective evidence. And District Office is notified by appropriate documentation (See Appendix G) District Director nominates an independent person to assist principal with the consideration. Student and parents are notified of why a recommendation for exclusion is being made (See Appendix H letter to parents) and are given opportunity to show why the recommendation should not proceed and are encouraged to provide supporting information. Principal prepares a school exclusion report to be provided to the District Director, parents, student, School Discipline Advisory Panel members and the Director-General. The student is suspended from school for 10 days whilst the School Discipline Advisory Panel, the District Director and the Director-General consider the recommendation for an exclusion order. The Director-General makes the final decision and notifies all parties. 	<ul style="list-style-type: none"> Student needs to provide an accurate account of the incident/behaviours. In the case of an incident, the student nominates witnesses to provide accounts. Any information relevant to the situation is provided to the school. Whilst on suspension the student is not permitted on school premises. 	<ul style="list-style-type: none"> Parent responds to the letter recommending exclusion by attending a meeting with the principal. Information relevant to the situation is provided and reasons (if any) for why the recommendation should not proceed be communicated in the meeting. Ensure supervision of student during suspension. The parents may request a review of the process leading to the Director-General's decision. This request must be made in writing to the Minister for Education.