



## **BEHAVIOUR MANAGEMENT POLICY**

### ***OUR VISION***

***'To work together as a community to support the health, well being, academic and social success of our students.'***

### **EMPS WAPBS Purpose Statement**

The EMPS WAPBS Team strives to foster an inclusive, consistent, culturally responsive school culture through explicit teaching of positive behaviours and social skills. We will use a common language to create a learning environment that is safe and supportive for all. Our approach will empower students to become successful and valued members of the community.

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## **PURPOSE**

This **Behaviour Management Policy** outlines the responsibilities of staff, students and community members to promote appropriate and positive conduct and to prevent or minimise non-compliant and aggressive behaviours.

All department staff, students, parents, carers and visitors have a right to be treated with courtesy, respect and dignity to participate in our education environment that is safe, supportive and free from bullying, harassment, discrimination and violence.

The East Maddington Primary School Code of Conduct is guided by the following legislation:

- ❖ *School Education Act 1999 - Sections 89 to 96, 223*
- ❖ *School Education Act Regulations 2000 - Regulations 38 to 46 and*

The Code of Conduct is also underpinned by the WA Education Department's core values of:

### **Learning**

We have a positive approach to learning and encourage it in others; we advance student learning based on our belief that all students have the capacity to learn.

### **Excellence**

We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

### **Equity**

We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse, or exploitation.

### **Care**

We treat all individuals with care. Our relationships are based on trust, mutual respect, and the acceptance of responsibility. We recognise the value of working in partnership with parents / carers and the wider community in providing a quality education for our students.

Links to the following departmental policies:

*Attendance*

*Child Protection*

*Dress Requirements for Students*

*Duty of Care for Students*

*Emergency Management*

*Exclusion Orders*

*Risk Management*

*Students at Educational Risk*

*Student Behaviour in Public Schools policy, procedures, and requirements.*

### **Anti-Bullying Policy**

East Maddington Primary School does not tolerate bullying of any nature. Bullying is a repeated incident of behaviour that is designed to hurt, injure, embarrass, or upset the other person. Our Anti-Bullying policy is a separate policy that outlines how bullying is managed at East Maddington Primary School.

## RIGHTS AND RESPONSIBILITIES

<b>Students have the RIGHT to:</b>	<b>Students have the RESPONSIBILITY to:</b>
<ul style="list-style-type: none"> <li>• be treated with respect and courtesy</li> <li>• learn in a purposeful, safe and supportive environment</li> <li>• play in a secure and clean environment</li> </ul>	<ul style="list-style-type: none"> <li>• treat others with respect and courtesy</li> <li>• ensure that their behaviour is not disruptive to the learning of others</li> <li>• dress in full school uniform</li> <li>• be punctual and organised for their school day</li> <li>• ensure that their school environment is kept neat, tidy, and safe</li> <li>• respect school and others' property.</li> </ul>
<b>Staff have the RIGHT to:</b>	<b>Staff have the RESPONSIBILITY to:</b>
<ul style="list-style-type: none"> <li>• Be treated with respect and courtesy</li> <li>• co-operation and support from parents and carers</li> <li>• teach in a safe, clean and supportive environment</li> <li>• ongoing professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• treat students, staff, students, parents and visitors with respect and courtesy</li> <li>• establish and maintain positive relationships with students, families, and colleagues</li> <li>• provide learning opportunities to maximise each student's progress</li> <li>• informally and formally report student progress to parents.</li> <li>• provide a learning environment that is safe, supportive, and clean.</li> </ul>
<b>Parents have the RIGHT to:</b>	<b>Parents have the RESPONSIBILITY to:</b>
<ul style="list-style-type: none"> <li>• Be treated with respect and courtesy</li> <li>• Co-operation and support from staff</li> <li>• access a meaningful and appropriate education for their child</li> <li>• be regularly informed of their child's academic and non-academic progress</li> <li>• raise issues of concern in an appropriate manner and forum.</li> </ul>	<ul style="list-style-type: none"> <li>• treat staff with respect and courtesy</li> <li>• treat members of the school community with respect and courtesy</li> <li>• ensure their child attends school regularly</li> <li>• ensure their child has a school uniform</li> <li>• ensure their child has the required stationery and equipment</li> <li>• work in partnership with the school to provide the best learning opportunities for their child</li> </ul>

## **ROLES AND RESPONSIBILITIES OF STAFF**

### PRINCIPAL AND DEPUTY PRINCIPALS ARE EXPECTED TO:

- Lead the implementation of the Code of Conduct at East Maddington Primary School
- Communicate high expectations for the way that the school community conduct themselves
- Provide relief teachers with guidelines pertaining to behaviour management procedures
- Advise parents, carers, and other community members of the appropriate departmental mechanisms to lodge or deal with complaints
- Request any person acting in an offensive or disorderly manner to leave the school grounds and if necessary, as an authorised person, direct them to do so.
- Call the police if a person fails to follow a direction to leave the premises.
- Annually facilitate a review of the school behaviour policy and processes.

### TEACHERS AGREE TO:

- consistently apply the school's behaviour management plan.
- display and discuss;
  - *Rights and Responsibilities - (Discuss)*
  - *School Rules - (Discuss and display)*
  - *Playground Rules - (Discuss and display) and*
  - *Classroom Rules - (Discuss and display).*
- maintain behaviour records for their class
- contribute to a review of the School Behaviour Policy;
- work collaboratively with administration and other key stakeholders to develop behaviour plans for Students at Educational Risk.

### EDUCATION ASSISTANTS AGREE TO:

- consistently apply the school's behaviour management plan;
- maintain behaviour records as required
- contribute to a review of the School Behaviour Policy;
- work collaboratively with administration and other key stakeholders to develop behaviour plans for Students at Educational Risk.

## **ESTABLISHING AND MAINTAINING POSITIVE BEHAVIOUR**

The following strategies and programs will be implemented to establish and maintain the students' positive behaviour.

- ❖ Classroom Management Strategies (CMS)
- ❖ Positive Behaviour Support (PBS)
- ❖ Restorative Practices

## **POSITIVE INCENTIVES FOR STUDENT BEHAVIOUR MANAGEMENT**

### Classroom

- Encouragement and Praise
- Stickers, Rewards and Prizes
- Honour Certificates at each parent assembly
- Individual class incentive scheme
- Students sent up to the Administration team with work for positive reinforcement.
- SOAR cards

### Whole school

- Aussie of the Month
- Honour Certificates at each parent assembly
- Good Standing Reward Days

### Playground

- SOAR cards to those students who are displaying positive behaviour in the playground. The student places these cards in a faction box in the canteen area and these are added up for faction points, prizes at assembly and term rewards.

## **GOOD STANDING**

At East Maddington Primary School, the Good Standing Policy supports our values of SOAR, we are Safe, Organised, Achievers and Respectful, by acknowledging and rewarding exemplary school behaviour. EMPS believes that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices they make on a daily basis. The Good Standing Policy is a part of and works in conjunction with, the EMPS Behaviour Management Plan and the Department of Education's Let's Take a Stand Together & standing Together Against Violence initiative.

### **GOOD STANDING (YEAR 3-6)**

The 'Good Standing' aspect of the EMPS Behaviour Management Policy provides a system that assists in ensuring that students maintain an appropriate level of behaviour whilst at school or involved in a school-based activity.

All students begin the year with Good Standing. This allows them to start the school year on an equal basis with an achievable goal, that of having and maintaining their Good Standing throughout the school year. Our aim, as a school community, is to help the students maintain Good Standing by providing a supportive environment for all.

Students who have Good Standing will be invited to participate in extra-curricula activities and events. Please refer to the table (1.1 - Good Standing):

## MAINTAINING GOOD STANDING

Good Standing is maintained by appropriate behaviour. Students must adhere to the school's Behaviour Management Policy, both inside and outside of the classroom.

## LOSING GOOD STANDING

Good Standing can only be withdrawn as determined by the principal or deputy principals. The following conditions apply to loss of Good Standing:

- 2-week minimum and 1 term maximum
- Suspension & In school withdrawals = immediate loss of Good Standing
- 3 reflections / repeated reprimands within the same school term = review of the student's Good Standing and possible loss of Good Standing.
- Attendance and not wearing the correct school uniform can also impact Good Standing.

Teachers, parents, and students will be notified by the School Leadership Team when a student loses their Good Standing and when it can be reinstated. Students will be placed onto a behaviour contract for the duration of their loss of Good Standing.

## HOW IS GOOD STANDING RE-INSTATED?

Good Standing is re-instated by a member of the School Leadership Team when the student fulfills the behaviour contract.

## WITHDRAWAL FROM SCHOOL ACTIVITIES / EVENTS

The following table outlines for teachers and students the school activities that are deemed to be compulsory curricula activities that students on contract can participate in, as well as extra-curricula events that will not be made available to these students.

Teachers organising events are required to liaise with the School Leadership Team one week prior to the event to discuss arrangements for students without Good Standing.

## GOOD STANDING REWARD DAY

The school will be running Good Standing Rewards Days at the conclusion of Semester 1 and Semester 2 (Water Fun Day). Only students who have maintained their Good Standing throughout the semester will be eligible to participate in these events. Students who have lost their Good Standing will be provided with work packages during the Good Standing Rewards Day. Individual student circumstances will be considered, and the Good Standing Reward activity may be used as part of a negotiated behaviour contract.

**TABLE 1.1 - GOOD STANDING**

<b>EXTRA-CURRICULA (Can be excluded from)</b>	<b>CURRICULUM (Cannot be excluded from)</b>
<ul style="list-style-type: none"><li>• Good Standing Rewards Days</li><li>• Inter-school sporting events</li><li>• Choir community performances (Massed Choir)</li><li>• Year 5/6 Camp</li><li>• Water Fun Day</li><li>• Year 6 Dinner Dance</li><li>• End of Year Class Party</li></ul>	<ul style="list-style-type: none"><li>• Educational incursions, i.e. visiting performers, authors, guest speakers, coaching clinics</li><li>• Choir practice sessions</li><li>• Educational excursions (museum, Parliament, etc)</li><li>• Faction Athletic</li><li>• Sports / carnival practice sessions</li><li>• Year 7 Transition events</li><li>• Year 6 Graduation Ceremony</li></ul>

# SCHOOL RULES

## 1. DO YOUR BEST

- Try hard
- Cooperate in group work
- Let others learn
- Listen to and follow instructions

## 2. RESPECT PEOPLE AND PROPERTY

- Treat others with care and kindness
- Care for your property and others' property
- Be polite
- Keep the school environment clean

## 3. STAY SAFE

- Play safely and sensibly
- Walk safely on hard surfaces
- Walk your bike/scooter on school grounds
- Stay within boundaries
- Use social media and internet with care

## 4. BE ORGANISED

- Be in the right place at the right time
- Have all equipment ready for lessons
- Keep belongings tidy

## 5. BE A TEAM PLAYER

- Wear navy school uniform only
- Wear a hat, 'Yes hat yes play'
- Show good sportsmanship
- Show pride in our school

# OVERVIEW OF PROCEDURES FOR BEHAVIOUR MANAGEMENT

## CLASSROOM BEHAVIOUR

This is the process that teachers follow when students misbehave in the classroom. (Refer to Classroom Management Strategies attachment.)

### Step 1 (Bump 1)

**PROXIMAL PRAISE** is the strategy first employed when reminding a student of appropriate behaviour.

### Step 2 (Bump 2)

- Minor: Verbal Warning reminding child/class of the rule/expectations.
- Major: Refer directly to Administration.

### Step 3 (Bump 3)

- The next time a student misbehaves a written warning is recorded on the "B-Sheet" and misbehaviour noted (teacher's discretion).

### Step 4 (Bump 4)

- Time out in class (teacher's discretion ~ recommended length 10 minutes).

### Step 5 (Bump 5)

- Student sent to partner room for no more that 15 minutes with the behaviour sheet and class work.
- *Note - If a child misbehaves in partner room they are sent to the office.*

### Step 6 (Bump 5)

- Reflection (lunchtime). Student sits in reflection room during lunch supervised by a teacher.
- Students arriving after 12.55pm may complete a further reflection the next day. This will be at the reflection duty teacher's discretion.
- Student is to complete the reflection as soon as possible, same day if stage is reached prior to lunch, otherwise the next day.
- A behaviour letter must be sent home explaining the reasons for the reflection on the day of the reflection or the next day.

- The reflection will be recorded on Behaviour Manager (Integris) by the issuing teacher and in the Reflection File by the reflection duty teacher.

### Step 7 (Bump 5)

- Withdrawal or in school suspension from the classroom for a period of time as determined by the Administration. Withdrawal may be carried out in the office or in a classroom.
- If student has been sent to withdrawal by a teacher, then the teacher needs to complete the details of the behaviours on Behaviour Manager (Integris).
- If Administration has determined the withdrawal, then they will be responsible for recording the additional details on Behaviour Manager (Integris).
- Administration will organise the withdrawal letter and will contact parents by phone.
- Students are to be provided with relevant classroom material.

### Step 8

- Out of School Suspension to be applied by Administration after a full analysis of the entire incident and may be immediate.
- The Out of School Suspension will be recorded on Behaviour Manager (Integris) by the Administration and parents / carers contacted via phone and / or letter sent home.
- Parent Interview on return as required. **(Bump 6)**
- Individual behaviour plan developed as required.

### Notes

- *As a student progresses through the discipline system the most serious consequence applies and therefore over-rides any previous consequence.*
- *The completed Behaviour Sheets **must** accompany the student when referred to a partner room or Administration.*
- *Major misbehaviours are referred directly to the Administration (teacher discretion).*
- *Each stage of the “B-Sheet” should be initialled by a teacher with times.*
- *Red and Orange cards:*
  - *Red card: Immediate assistance required (from Administration)*
  - *Orange card: Assistance required (when Administration are available)*

## **PLAYGROUND BEHAVIOUR**

This is the process that teachers follow when students misbehave in the playground.

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Step 1      Verbal reminders/ warning / walking with duty teacher / sit down (grey dot) or community service if appropriate for the child.

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Step 2      For continued misbehaviour, the child is sent to the office and the Administration will set the consequence.

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**Note:**      ***Assistance for major misbehaviours/emergencies are referred directly to the Administration using a red card.***



## GUIDELINES FOR REFLECTION AND IN-SCHOOL WITHDRAWAL

### Reflection

If a student progresses to the Reflection stage of the MSB policy, they will sit in the Reflection Room during lunch supervised by a teacher and complete an age-appropriate reflection sheet. It is expected that students go immediately to the reflection room at 12.50pm and eat their lunch in the reflection room. Students who arrive later than 12.55pm will complete the remainder of that reflection and repeat another reflection the following day. The student is to complete the reflection as soon as possible, the same day if step is reached prior to lunch, otherwise the next day. The reflection will be recorded in the Reflection File and on the staff whiteboard by the teacher issuing the reflection. The reflection sheet will be returned to the classroom teacher with a reflection slip.

Students who are absent from school during their reflection will complete their reflection on their return to school.

If two consecutive reflections are *deliberately* missed it will result in a consequence provided by the Administration.

**Please Note:** Reflection is generally not an age-appropriate consequence for students in K/PP, as being in with much older students can be intimidating. A preferred option would be timeout in the ECE area, away from student play areas, but in view of the duty staff. Please let a duty staff member know how long the student is to remain in timeout.

### In-School Withdrawal

In the case of an In-School Withdrawal parents are contacted by telephone and a standard letter is sent home. If Administration are unable to contact parents / carer, then the letter must be signed and returned.

Students on In-School Withdrawal will have a separate recess and lunch.

Class teachers are to provide students on In-School Withdrawal with an appropriate, levelled work package.

## GUIDELINES FOR OUT OF SCHOOL SUSPENSION

The principal and in his / her absence the principal has authorised deputy principals to suspend a student in cases of repeated misbehaviour or on occasion of serious misbehaviour. All efforts are made by the school to contact and speak to the parent/carer about the suspension prior to notification.

When a child is suspended, details will be recorded on SIS Behaviour and a letter will be sent home outlining the reason(s) for the suspension, the conditions of the suspension, the duration of the suspension and the procedure for re-entry into the school.

Students with ongoing negative behaviours resulting in suspensions will have an Individual Behaviour Plan developed in consultation with parents / carer, class teacher, student, Administration and school psychologist.

# SCHOOL RULES

**VISION:** *'To work together as a community to support the health, well-being, academic and social success of our students.'*

**MISSION:** *'To expand our students' minds through inspiration and engaged learning.'*

**MOTTO:** *'Together Inspire Respect'*



## 1. DO YOUR BEST

- Try hard
- Cooperate in group work
- Let others learn
- Listen to and follow instructions



## 2. RESPECT PEOPLE AND PROPERTY

- Treat others with care and kindness
- Care for your property and others' property
- Be polite
- Keep the school environment clean



## 3. STAY SAFE

- Play safely and sensibly
- Walk safely on hard surfaces
- Walk your bike/scooter on school grounds
- Wear a helmet
- Stay within boundaries
- Use social media and internet with care



## 4. BE ORGANISED

- Be in the right place at the right time
- Have all equipment ready for lessons
- Keep belongings tidy



## 5. BE A TEAM PLAYER

- Wear navy school uniform only
- Wear a hat, 'No hat, no play'
- Show good sportsmanship
- Show pride in our school

# CLASSROOM AND INSTRUCTIONAL MANAGEMENT STRATEGIES TO PROMOTE STUDENT ENGAGEMENT

INSTRUCTIONAL MANAGEMENT SKILLS	RELATIONSHIP BUILDING	BUMP 1 LOW LEVEL	BUMP 2 HIGHER LEVEL	BUMP 3 B SHEET	BUMP 4 TIME OUT IN CLASS	BUMP 5 PARTNER ROOM OR OFFICE	BUMP 6 CONFERENCE RETURN TO CLASS
<input type="checkbox"/> State clear learning intentions <input type="checkbox"/> Stimulate interest <input type="checkbox"/> Model <input type="checkbox"/> Affirmatively involve all students <input type="checkbox"/> Monitor and adjust <input type="checkbox"/> Frame questions <input type="checkbox"/> Provide wait time <input type="checkbox"/> Provide appropriate practice <input type="checkbox"/> Check for understanding <input type="checkbox"/> Hold students accountable <input type="checkbox"/> Promote retention/transfer <input type="checkbox"/> Provide and receive feedback <input type="checkbox"/> Provide extension / remediation <input type="checkbox"/> Process the lesson / summary	<input type="checkbox"/> Win the students over <input type="checkbox"/> Meet and greet students as they come in <input type="checkbox"/> Show personal interest <input type="checkbox"/> Use name <input type="checkbox"/> Smile <input type="checkbox"/> Use humour	<input type="checkbox"/> Ignore <input type="checkbox"/> Proximity <input type="checkbox"/> Use a signal to begin/get attention <input type="checkbox"/> Be on the alert <input type="checkbox"/> Deal with the supporting cast first <input type="checkbox"/> Use minimal /non-verbal signals: student's name, gesture, the 'look', pause <input type="checkbox"/> Deal with the problem, not the student <input type="checkbox"/> Transitions: who does what, and when <input type="checkbox"/> Be polite: use 'thank you'	<input type="checkbox"/> Pause or stop <input type="checkbox"/> Turn body and square off <input type="checkbox"/> Intensify eye contact <input type="checkbox"/> Minimal verbal response <input type="checkbox"/> Finish with 'thank you'	<input type="checkbox"/> Stop teaching <input type="checkbox"/> Square off <input type="checkbox"/> Intensify eye contact <input type="checkbox"/> Give an either /or choice <input type="checkbox"/> Use firm, neutral, calm voice <input type="checkbox"/> Restore social order <input type="checkbox"/> Give choice which relates to behaviour <input type="checkbox"/> Keep statement free of moral judgement <input type="checkbox"/> Ask for the response <input type="checkbox"/> Listen and watch for an answer <input type="checkbox"/> Finish with 'thank you'	<input type="checkbox"/> 'You have made your choice, please.....' <input type="checkbox"/> Finish with 'thank you'	<input type="checkbox"/> Recognise the move to power <input type="checkbox"/> Respond by: <input type="checkbox"/> Ignore <input type="checkbox"/> Short circuit <input type="checkbox"/> Describe situation <input type="checkbox"/> Provide a choice <input type="checkbox"/> Ask to leave	<input type="checkbox"/> Define the problem <input type="checkbox"/> Generate alternatives <input type="checkbox"/> Agree on alternatives to try and when to begin <input type="checkbox"/> Review what has been agreed upon <input type="checkbox"/> End conference with a comment or gesture that communicates a positive feeling or tone

# EAST MADDINGTON PRIMARY SCHOOL BEHAVIOUR EXPECTATIONS



	SAFE	ORGANISED	ACHIEVERS	RESPECTFUL
INSIDE SPACES	<p>We walk inside</p> <p>We use our hands and feet appropriately</p> <p>We follow staff instructions</p> <p>We sit quietly</p> <p>We push in chairs</p> <p>We carry equipment safely</p> <p>We use equipment and technology appropriately</p>	<p>We are on time, organised and ready to learn for every lesson</p> <p>We start lessons straight away</p> <p>We pack up equipment and keep our areas clean</p> <p>We are focused</p> <p>We transition quickly and quietly between lessons</p> <p>We eat, <u>drink</u> and go to the toilet at appropriate times</p>	<p>We allow others to achieve</p> <p>We take pride in our work</p> <p>We learn from our mistakes</p> <p>We follow instructions and stay on task</p> <p>We keep trying even when something is challenging</p> <p>We set goals and work towards achieving them</p> <p>We actively participate in activities and learning experiences</p> <p>We wear our school uniform with pride</p> <p>We give and receive feedback appropriately</p>	<p>We use our manners and kind words</p> <p>We follow classroom routines and rules</p> <p>We accept the teacher's decision</p> <p>We ask permission to leave the class</p> <p>We use active listening</p> <p>We ask permission to use other people's property</p> <p>We invite others to join us</p> <p>We are quiet when we listen to announcements</p>
OUTSIDE SPACES	<p>We walk on pathways</p> <p>We stay in our play areas</p> <p>We use equipment appropriately and put it away</p> <p>We wear our school hat and shoes</p> <p>We listen and follow duty teachers' directions</p>	<p>We move to class promptly when we hear the siren</p> <p>We go to the toilet and have a drink during recess and lunch</p> <p>We sit down / line up in two lines while we wait for the teacher</p>	<p>We try to solve a problem before we go to duty teacher</p> <p>We show good sportsmanship when playing with others</p> <p>We are kind to our friends and invite them to join in</p>	<p>We place rubbish in the bin</p> <p>We play fairly and respectfully by keeping our hands and feet to ourselves</p> <p>We follow the rules of the games we play</p> <p>We make sure everybody is included</p>
LINING UP/ TRANSITIONS	<p>We keep our hands and feet to ourselves</p> <p>We move sensibly between learning spaces</p> <p>We walk our bikes / scooters on the school grounds</p> <p>We carry equipment safely and appropriately</p>	<p>We stay in our lines and wait quietly for the teacher</p> <p>We move to the back of the line if we don't have a partner</p> <p>We make sure we are not too close to the people around us as we move around the school</p>	<p>We model expected behaviour when walking around the school</p>	<p>We walk quietly in two lines around the school</p> <p>We care for the school environment</p> <p>We respect other classes are working when we walk quietly by</p>

### Behaviour Sheet

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Year Level: \_\_\_\_\_ Area: \_\_\_\_\_

	Name on Board	In Class Time Out	Partner Room	Detention
Time				
Area				
Allocated Time				

#### MINOR BEHAVIOURS:

SESSION	DETAILS/NOTES
1	_____
2	_____
3	_____
4	_____
5	_____

1	Talking at inappropriate times	4	Distracting/ Annoying others	7	Not following instructions
2	Out of seat/wandering	5	Annoying noises (verbal/fiddling)	8	Back chatting
3	Calling out	6	Inattentive/Off task	9	Other

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Behaviour Sheet

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Year Level: \_\_\_\_\_ Area: \_\_\_\_\_

#### MAJOR BEHAVIOURS:

SESSION	DETAILS/NOTES
1	_____
2	_____
3	_____
4	_____
5	_____

1	Throwing objects	4	Stealing	7	Physical Fighting
2	Swearing/Threatening others	5	Vandalism/Graffiti/Littering	8	Verbal abuse (teacher/adult)
3	Gender/Crude/Racist remarks or gestures	6	Bullying	9	Physical abuse (teacher/adult)

	Sent to Admin	Detention	Withdrawal	Suspension
Time				

Parent/Caregiver Contact/Interview: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Administration Signature: \_\_\_\_\_ Date: \_\_\_\_\_

