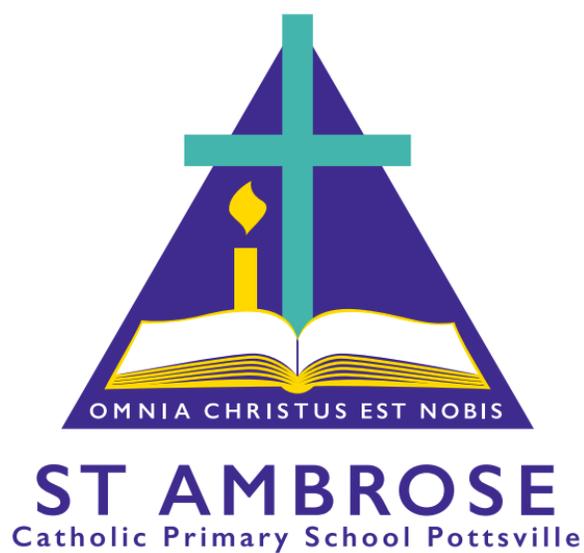


St Ambrose Catholic Primary School, Pottsville



Behaviour Management Plan

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Purpose

Our purpose is to provide educational outcomes for our children in safe and supportive school where each student is actively encouraged by all members of our community to set high expectations on their academic, personal and spiritual growth. St Ambrose Catholic Primary School, Pottsville is a place where each member of our community is provided with boundless opportunities to flourish and prosper as successful learners, confident and creative individuals and active and engaged citizens.

The policies and procedures outlined within this plan will help to nurture a fun, firm and friendly learning environment valuing the best efforts and personal achievement for each of our students, parents and staff members.

Cognizant of the future challenges confronting our contemporary learners, we are preparing the way for students to live in a very different and ever changing society, where we see:

- A prevalence of *individualism* over community and the common good
- Rapid advancements in information technology
- An increased demand for pastoral services
- Many students requiring re-training and moving several times during their careers
- Information being accessible from a range of sources
- A high demand for synthesizing existing knowledge and creating new knowledge
- Change to be the norm

This has implications for the way we prepare our children.

- Promoting and modeling a sense of community and family over individualism
- The importance of being technologically literate, lifelong learners
- Nurturing personal, social and spiritual development as a solid foundation to all other learning
- Ensuring all children achieve real success – there is no such thing as permanent failure
- Promoting critical, reflective, systems and ethical thinking at individual and group levels

These implications are reflected in

- Our vision of student success
- Underpinning values and beliefs
- Our supporting vision of teachers and our community at their best
- Our commitment to providing the very richest teaching and learning experiences, outlining our whole-school approach to curriculum, teaching, assessment and reporting.

Rights and Responsibilities

Our school community includes the active participation of Students, Families and Staff. Each community member assumes responsibilities so that the rights of all are safeguarded.

Rights	Explanation
Learning	Each student has the right to learn in emotionally and physically supportive environment. Each student has the right to feel confident in their learning environment. Each member of staff has the right to facilitate learning programs without interference due to misbehaviours. Parents and caregivers have the right to be informed fully about their child's progress, socially and academically. They have the right to be provided with opportunities which keep them actively involved with their child's learning. Each parent has the right to expect that their child is being given an equal and fair chance to achieve their best efforts.
Safety	Each member of our school community has the right to feel safe. This confidence should also extend to include our property. All members of the community are cognizant of other people sharing common spaces for learning and growing. In no way should any community member feel that they are in an environment where their safety is not held aloft.
Respect	Every member of our school community has the right to be treated with respect. As companions, sharing the same journey, we each have the right to state our beliefs and others should be critically open to our own ideas and welcoming to others who offer diversity to our own way of thinking. If we are to remain as active members, we have the right to always be aware of the importance of mutual respect in our environment.

If we are to become an effective learning and growing community, individually and together, we must assume responsibilities so that our behaviour does not interfere with the learning environment of any other member. It is accepted that any person who lets their behaviour interfere with the rights of any other school member will be held directly responsible for their actions. (Bernard, p5).

(Taken from Program Achieve : Second Edition, Michael E Bernard)

Responding to behavioural issues

Student behaviour is closely linked to the quality of the learning experience including quality teaching and positive student relationships. Successful student behaviour change and management is enhanced through effective school, family and community partnerships.

St Ambrose Primary School does not permit corporal punishment of students attending the school, and the school does not explicitly or implicitly sanction the administering of corporal punishment by any non-school person (including parents) to enforce discipline at school or at home.

Responses to inappropriate behaviour must consider the particular situation and context, the individual circumstances, special needs and actions of the student and the needs and rights of all members of the St Ambrose Catholic Primary School community.

How this will work in practice?

- Our focus and language is based on our school values: responsibility, respect and courage. As staff, we commit to teach and model the behaviours needed to support all learners to experience success.
- We are all responsible for the behaviour on site. Therefore, we need to be aware of our own behaviour and how it impacts on others. We will all take responsibility and work together to support positive behaviour.
- We will promote success. Therefore, we will recognise students and adults for demonstrating school values and being successful in all of their academic, spiritual and personal pursuits. We will positively reinforce behaviour and success in ubiquitous ways.
- We will intervene through targeted curriculum differentiation and adjustments to support learning. Therefore we will use effective classroom teaching and learning strategies. We will intervene early to prevent issues escalating. We will use calm and effective conflict resolution processes including restorative justice processes.
- We will encourage families to support learning and positive behaviour. Therefore we will keep families informed using culturally appropriate processes such as family meetings and restorative practices.

Code of Behaviour

The purpose of the St Ambrose Catholic Primary School Code of Behaviour is to affirm the rights of all the school community to feel valued and safe at school. Our Code of Behaviour is based on our school values:

Respect – all students and staff are treated with respect and dignity. This means we will:

- Respect the rights of other to learn
- Respect and care for our own, our peers' and school property
- Cooperate with staff and others in authority
- Communicate with others using respectful language
- Listen to the opinion of others and appreciate our different ways of knowing and doing

Responsibility – all staff and students have responsibility to create a positive learning community.

This means we will:

- Come to school ready to learn, on time and prepared
- Participate actively in the schools learning program
- Be responsible for our actions
- Be dressed appropriately for activities
- Follow reasonable instructions from adults who are entrusted to care for us
- Keep our school free from bullying and harassment
- Take pride in our work

Courageous – all staff and students have a responsibility to learn about our world and develop an awareness of ourselves as learners. This means we will:

- Develop dispositions allowing us to take risks as we learn so that we can find new solutions to problems
- Persist with challenging work and new learning experiences
- Be resilient when learning tasks seem insurmountable
- Grow as learners so that we have the ability to learn from our mistakes
- Develop confidence in ourselves as learners
- Give our very best efforts when showing what we have learnt
- Encourage the growth of an inquiry mindset in each student

Characteristics of St Ambrose Values



Managing the learning environment

We believe that classroom management is based on the school values with classroom and playground behaviours being consistent with each other. Certainly, our expectations of behaviour are aligned to all learning situations and high expectations must be set by all classroom teachers, RFF teachers, teaching assistants, extra curricular tutors and support staff. Class agreements are negotiated at the beginning of each school year using the school values and what each value means. These are revisited at regular intervals throughout the school year. Classes negotiate logical consequences for both positive behaviours that support the school values and misbehaviours that hinder each student's right to learn, be safe and feel respected. Classes negotiate logical consequences (aligned to the protocols outlines in this Behaviour Management Plan) when misbehaviours are displayed.

Positive reinforcement

Positive reinforcement provides the richest yield when getting students to work together and behave.

Teachers should authentically affirm the students exhibiting our most desirable behaviours and dispositions.

- Teachers should ensure that they employ a range of strategies to monitor behaviour.
- Utilise tactical ignorance and cues such as "Stop and Wait" – there is nothing wrong with waiting – the students will soon align your silence to the expected behaviour.
- Use the values to reinforce positive behaviour – remind the students of our St Ambrose values at regular opportunities.

Classroom Management

- At St Ambrose, all classes use a step process (aligned to our behaviour levels outlined in this plan) in their rooms.
- A range of behaviour monitoring plans are available for students who are displaying concerning behaviour or habitual minor misbehaviours.
- Teachers should maintain constant communication with Parents and Caregivers at the time of Student misbehaviour. Parents and Caregivers will always be referred to the classroom teacher to discuss behavioral issues in the first instance.
- We need to make sure that we use the same routine all the time
- The focus should be on preventing behaviours from escalating - if 2 students are beginning to tease each other, even in fun, this needs to be stopped before conflict escalates.
- Timely and appropriate intervention is vital to maintaining a harmonious learning space.
- Behaviour monitoring systems outlined in this plan (Yellow and Blue Cards, Behaviour Support Plans) are, in all instances, only initiated by members of the School Executive.
- Minor behaviour issues are addressed by the supervising teacher on the spot.

Levels Of Behaviour Management

Level 1	Level 1 behaviours are desirable and reflect high expectations of students service as we work and grow in community with one another. Staff members are expected to nurture these behaviours using a range of strategies and through authentic acknowledgement. By taking an active interest in their child's work at school, becoming engaged with classroom activities, richly encouraging the efforts of their child and suitably recognising student achievement, parents are helping to ensure the predominance of Level 1 behaviours.
Level 2	Level Two behaviours are those which would be considered minor and may witnessed on isolated occasions. Through a process of reflection, they are worked through with the student and a relevant staff member in an appropriate way, leading to corrective actions and the sustained demonstration of Level 1 behaviours.
Level 3	Level 3 behaviours can include repeated Level Two behaviours. They are appropriately sorted out by the staff member who is responsible for the child at the time of the behaviour (rostered teacher on duty, classroom teacher, RFF teacher, Library staff). At this level, the staff member may wish to seek collegial support from peer teachers and/or Leadership staff. Parents or caregivers <u>must be notified</u> of Level 3 behaviours on the day of the incident by the student's class teacher.
Level 4	Level 4 behaviours are those which warrant the assistance of the Assistant Principal in the first instance. They include repeated Level 3 behaviours. The student's classroom teacher ensures that parents or caregivers are notified of the behaviour on the day of the incident and their assistance in rectifying the behaviour is sought through a meeting scheduled at school as soon as practically possible. Following a restorative justice framework, students demonstrating Level 4 behaviours will be placed on a Yellow Behaviour Monitoring Card for a minimum period of 2 weeks.
Level 5	Level 5 behaviours are those which are more serious than Level 4 behaviours or repetition of Level 4 behaviours and warrant the assistance of the Assistant Principal and Principal. Either the Assistant Principal or Principal ensures that parents or caregivers are notified of the behaviour on the day of the incident and their assistance in rectifying the behaviour is sought through a meeting scheduled at school as soon as practically possible. Parents and the child are informed that repeated misbehaviour will lead to suspension. Following a restorative justice framework, students demonstrating Level 4 behaviours will be placed on a Blue Behaviour Monitoring Card for a minimum period of 3 weeks. A period of suspension may be imminent at the direction of the Principal.
Level 6	Repeated Level 5 misbehaviour or extremely serious misbehaviours make up Level 6. Consequences at this level may include suspension or exclusion at the direction of the Principal. Students are automatically placed on a Blue Behaviour Monitoring Card for a period of no less than 3 weeks.
Level 7	After a period of suspension, students are mandatorily monitored on a Red Behaviour Monitoring Card for a period of no less than one month. On return to school, the student will not be automatically re-enter the classroom. At the discretion of the Principal, the student may complete a number of school days in the office before trust can be reestablished and the student can join their friends. Student misbehaviour at this stage will lead to exclusion from St Ambrose Catholic Primary School Pottsville.

LEVEL 1 BEHAVIOURS

Examples	
<ul style="list-style-type: none"> • Being enthusiastic and motivated • Working diligently • Encouraging others • Taking turns • Sharing equipment • Waiting to speak • Lending a hand • Displaying teamwork • Moving around the school sensibly 	<ul style="list-style-type: none"> • Focused on tasks • Persevering with work • Being a respectful audience member • Being welcoming • Encouraging others • Saying sorry when necessary • Expressing gratitude • Showing manners
Positive reinforcement	
<ul style="list-style-type: none"> • Showing care for the students • Being consistent with expectations • Discussing rights and responsibilities • Establishing and maintaining routines • Modeling and teaching desired behaviours • Reframing and refocusing concerns • Supporting colleagues • Explicit use of language to identify instances of Level 1 behaviours 	<ul style="list-style-type: none"> • Encouraging effort • Praising diligence • Rewarding achievement • Providing a supportive emotional environment • Creating a trustworthy learning space • Modeling and expecting clear communication • Encouraging play activities • Positive interactions with parents • Student award system

LEVEL 2 MISBEHAVIOURS

Examples	
<ul style="list-style-type: none"> • Distracting from tasks • Occasional procrastination • Making silly noises in class • Not prepared for work • Occasional non-completion of tasks • Late to class after bell • Inappropriate use of resources • Littering 	<ul style="list-style-type: none"> • Irresponsible care of class resources • Running on concrete areas • Playing in the wrong area • Chewing gum • Causing conflict in games or activities • Untidy work areas • Occasional "off-task" behaviours • Calling out in class
Positive reinforcement	
<ul style="list-style-type: none"> • Use a positive tone of voice • Remind student about rights and responsibilities • Redirect to class code/covenant/charter • Praise others for correct behavior • Tactical ignoring 	<ul style="list-style-type: none"> • Encouraging other's efforts • Praise other's achievements • Provide a distraction or diversion • Stretch break or refocus break • Physical proximity to student
Positive correction	
<ul style="list-style-type: none"> • Positive tone • Name.. Pause.. Responsibility reminder • Redirect • Take time to communicate expectations • Remove distractions • I care / We care 	<ul style="list-style-type: none"> • Name.. Pause.. Choice.. Direction.. • Name on board for reinforcement • Make and hold eye contact • When.. Then.. directions • Are doing.. Should be doing.. Will do..
Consequences (if required)	
<ul style="list-style-type: none"> • Move the student • Thinking time in own class (10 mins) • Rehearse correct behavior/disposition • Equipment note home 	<ul style="list-style-type: none"> • Clean up area (5 mins) • Miss activity or game (5 mins) • Finish positively
Follow up and forgive	
<ul style="list-style-type: none"> • Verbal apology • Discuss future behavior • Make note for your own records 	<ul style="list-style-type: none"> • Acknowledge improved behavior • Start new day/session fresh • Finish positively

LEVEL 3 MISBEHAVIOURS

Examples	
<ul style="list-style-type: none"> • Persistent Level 2 misbehaviour • Incidental lying • Incidental defiance • Minor sexual harassment • Intentionally distracting another student from their work • Minor unwanted “hands on” misbehaviour 	<ul style="list-style-type: none"> • Isolated teasing • Bad sports-personship • Petty theft • Minor damage to others’ equipment • Using negative communication to others • Incidental swearing (unintentional) • Inciting or encouraging others to misbehave at a Level 3 stage
Positive correction	
<ul style="list-style-type: none"> • Positive tone • Name.. Pause.. Responsibility reminder • Redirect • Take time to communicate expectations • Remove distractions • I care / Our school cares 	<ul style="list-style-type: none"> • Name.. Pause.. Choice.. Direction.. • Name on board for reinforcement • Make and hold eye contact • When.. Then.. directions • Are doing.. Should be doing.. Will do..3 • “Cool off” time
Consequences (Required)	
<ul style="list-style-type: none"> • Miss up to 10 minutes of play (supervised) • Move the student in the classroom • Time out in buddy class (10 mins) 	<ul style="list-style-type: none"> • Clean up area (10 mins) • Miss activity or game (10 mins) • Finish positively
Follow up and forgive	
<ul style="list-style-type: none"> • Appropriate apology • Behaviour reflection to be completed* • Parents/caregivers must be contacted on the day of misbehavior** 	<ul style="list-style-type: none"> • Replace broken equipment • Restorative justice actions • Acknowledge improved behavior • Finish positively

* Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in Schoolworx as soon as practically possible after the incident.

** Parents of perpetrator and “victim” must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behavior management plans/consequences or another student’s personal situation with another parent/caregiver.

LEVEL 4 MISBEHAVIOURS

Examples	
<ul style="list-style-type: none"> • Persistent Level 3 misbehaviour • Lying and/or gossip • Sustained defiance • Directed sexual harassment • Sustained and intentional distraction of another student from their work 	<ul style="list-style-type: none"> • Directed swearing • Threatening other students or staff • Bullying and/or Harassment (including Cyberbullying) • Inciting or encouraging others to misbehave at a Level 4 stage
Positive correction	
<ul style="list-style-type: none"> • Positive tone • Name.. Pause.. Responsibility reminder • Redirect • Take time to communicate expectations • Remove distractions • I care / Our school cares 	<ul style="list-style-type: none"> • Name.. Pause.. Choice.. Direction.. • Name on board for reinforcement • Make and hold eye contact • When.. Then.. directions • Are doing.. Should be doing.. Will do..3 • "Cool off" time
Consequences (Required)	
<ul style="list-style-type: none"> • Miss a play break (supervised) • Move the student in the classroom • Removal of extra curricular activity (rotations, excursion etc) • Time out in buddy class (one session) 	<ul style="list-style-type: none"> • Clean up area (10 mins) • Miss activity or game • Restorative justice conversation • Finish positively
Follow up and forgive	
<ul style="list-style-type: none"> • Appropriate apology • Behaviour reflection to be completed* • Parents/caregivers must be contacted on the day of misbehavior** • Use of Yellow Card Monitoring (AP/Principal)*** 	<ul style="list-style-type: none"> • Replace broken equipment • Restorative justice actions • Individual Behaviour Plan**** (AP/Principal/Teacher/Parent/Caregiver) • Acknowledge improved behavior • Finish positively

* Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in Schoolworx as soon as practically possible after the incident.

** Parents of perpetrator and "victim" must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behavior management plans/consequences or another student's personal situation with another parent/caregiver.

*** Yellow Behaviour Monitoring Card is to be issued by either the Assistant Principal or Principal only. At the conclusion of the monitoring process, the card must be kept in student file with notation of Schoolworx.

**** Individual Behaviour Plans are to be collaboratively constructed by Parents/Caregivers, the classroom teacher, the Assistant Principal and Principal.

LEVEL 5 MISBEHAVIOURS

Examples	
<ul style="list-style-type: none"> • Persistent Level 4 misbehaviour • Malicious lying and/or gossip • Theft of property • Explicit sexual harassment • Violence • Explicit use of language • Truancy 	<ul style="list-style-type: none"> • Smoking • Possessing explicit material (digital or hardcopy) • Using SIM Card devices on school grounds • Graffiti • Inciting or encouraging others to misbehave at a Level 4 stage
Positive correction	
<ul style="list-style-type: none"> • Consider student safety • Send for assistance • Positive tone • Name.. Pause.. Responsibility reminder • Redirect • Take time to communicate expectations • Remove distractions • I care / Our school cares 	<ul style="list-style-type: none"> • Name.. Pause.. Choice.. Direction.. • Make and hold eye contact • When.. Then.. directions • Are doing.. Should be doing.. Will do..
Consequences (Required)	
<ul style="list-style-type: none"> • Altered timetable • Restricted or altered play (AP/P) • Removal from classroom to office • Removal of extra curricular activity (rotations, excursion etc) 	<ul style="list-style-type: none"> • Suspension • Referral to police • Restorative justice conversation • Finish positively
Follow up and forgive	
<ul style="list-style-type: none"> • Appropriate apology • Behaviour reflection to be completed* • Parents/caregivers must be contacted on the day of misbehavior** • Use of Blue Behaviour Monitoring Card 2 wks (AP/Principal)*** • Use of Support Personnel • Conditional reentry to classroom 	<ul style="list-style-type: none"> • Replace broken/stolen equipment • Restorative justice conference (Parents/Caregivers) • Individual Behaviour Plan**** (AP/Principal/Teacher/Parent/Caregiver) • Acknowledge improved behavior • Finish positively

* Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in Schoolworx as soon as practically possible after the incident.

** Parents of perpetrator and “victim” must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behavior management plans/consequences or another student’s personal situation with another parent/caregiver.

*** Blue Behaviour Monitoring Cards are to be issued by either the Assistant Principal or Principal only. At the conclusion of the monitoring process, the card must be kept in student’s file and notation made on Schoolworx.

**** Individual Behaviour Plans are to be collaboratively constructed by Parents/Caregivers, the classroom teacher, the Assistant Principal and Principal as a result of a Restorative Justice Conference.

(Parents advised that suspension may be imminent)

LEVEL 6 MISBEHAVIOURS

Examples	
<ul style="list-style-type: none"> • Persistent Level 5 misbehaviour • Malicious lying and/or gossip • Major theft of property • Explicit sexual harassment • Sustained Violence • Explicit use of language • Prolonged or repetitive truancy 	<ul style="list-style-type: none"> • Continued Smoking • Possessing explicit material (digital or hardcopy) • Using SIM Card devices on school grounds after warning • Graffiti and/or damage to school or student property • Inciting or encouraging others to misbehave at a Level 6 stage
Positive correction	
<ul style="list-style-type: none"> • Consider student safety • Send for assistance • Positive tone • Name.. Pause.. Responsibility reminder • Redirect • Take time to communicate expectations • Remove distractions • I care / Our school cares 	<ul style="list-style-type: none"> • Name.. Pause.. Choice.. Direction.. • Make and hold eye contact • When.. Then.. directions • Are doing.. Should be doing.. Will do..
Consequences (Required)	
<ul style="list-style-type: none"> • Altered timetable • Restricted or altered play (AP/P) • Removal of extra curricular activity (rotations, excursion etc) • Referral to police 	<ul style="list-style-type: none"> • Suspension (Req'd) • Removal from classroom to office • Restorative justice conversation • Exclusion (Imminent) • Finish positively
Follow up and forgive	
<ul style="list-style-type: none"> • Appropriate apology • Behaviour reflection to be completed* • Parents/caregivers must be contacted on the day of misbehavior** • Use of Blue Behaviour Monitoring Card 3 weeks (AP/Principal)*** • Use of Support Personnel • Gradual reentry to classroom (Req'd) 	<ul style="list-style-type: none"> • Replace broken/stolen equipment • Restorative justice conference (Parents/Caregivers) • Individual Behaviour Plan**** (AP/Principal/Teacher/Parent/Caregiver) • Acknowledge improved behavior • Finish positively

* Behaviour Reflections must be kept on file for the remainder of the year. Teacher should make a note of the incident in Schoolworx as soon as practically possible after the incident.

** Parents of perpetrator and “victim” must be contacted. While it is expected that you would communicate that the issue and perpetrator have been dealt with, it is not ok to discuss behavior management plans/consequences or another student’s personal situation with another parent/caregiver.

*** Blue Behaviour Monitoring Cards are to be issued by either the Assistant Principal or Principal only. At the conclusion of the monitoring process, the card must be kept in student’s file and notation made on Schoolworx.

**** Individual Behaviour Plans are to be collaboratively constructed by Parents/Caregivers, the classroom teacher, the Assistant Principal and Principal as a result of a Restorative Justice Conference.

(Parents advised that exclusion may be imminent)

Student Behaviour Self Appraisal Form (4-6)

What is the issue being discussed here today?

Why did I do it?

Why was it the wrong thing to do?

What should I have done?

How am I going to make up for my misbehaviour today?

1. _____

2. _____

3. _____

Student Signature: _____

Date: _____

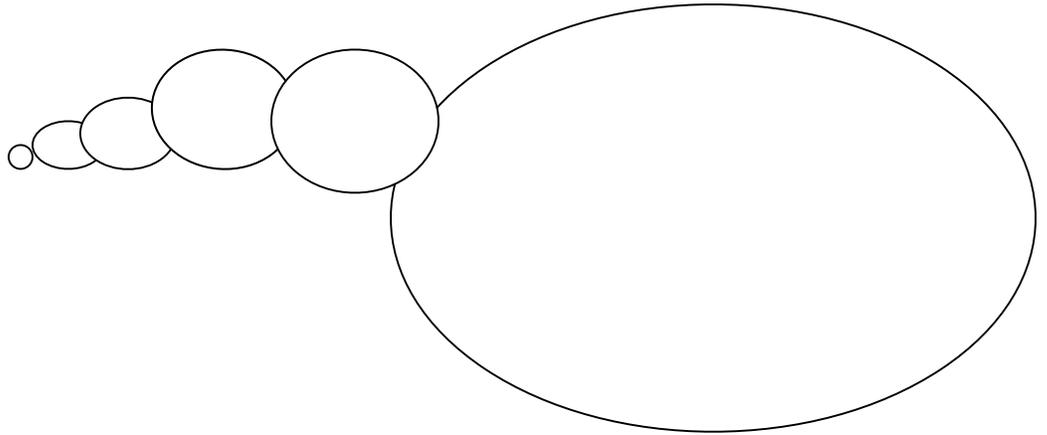
Staff Signature : _____

Date: _____

Student Behaviour Appraisal Form (K-3)

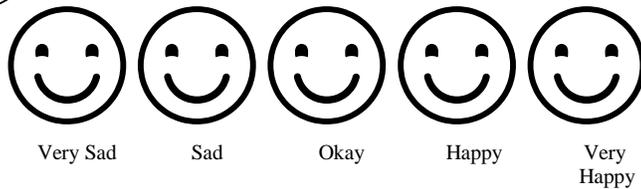
How am I feeling? _____

What did I do?



What special rule did I forget?

How am I feeling now?



Teacher Comment :

Name : _____	Class: _____
Teacher : _____	Date : _____

Behaviour Monitoring Cards

Day	Signatures		Rating		
	Teacher	Principal			
Monday			A	B	C
Tuesday			A	B	C
Wednesday			A	B	C
Thursday			A	B	C
Friday			A	B	C

<i>Yellow Card</i>

Student's Name : _____

Year Level : _____ ***Date :*** _____

Goals for Future Behaviour

In the future I will :

.....

.....

.....

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Rating Key: **A=Good** **B=Acceptable** **C=Unacceptable**

This **YELLOW** Card is to be monitored up to a period of three (3) weeks.

If student behaviour can be effectively redirected towards displaying level 1 behaviours in this period, the formal monitoring process will end.

If two C Results are recorded on this card in this time, further action will be required.

Day	Signatures		Rating		
	<i>Teacher</i>	<i>Principal</i>			
Monday			A	B	C
Tuesday			A	B	C
Wednesday			A	B	C
Thursday			A	B	C
Friday			A	B	C

Day	Signatures		Rating		
	<i>Teacher</i>	<i>Principal</i>			
Monday			A	B	C
Tuesday			A	B	C
Wednesday			A	B	C
Thursday			A	B	C
Friday			A	B	C

Day	Signatures		Rating			
	Teacher	Principal				
Monday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Tuesday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Wednesday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Thursday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Friday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C

<i>Blue Card</i>

Student's Name : _____

Year Level : _____ *Date :* _____

Goals for Future Behaviour

In the future I will :

.....

.....

.....

Rating Key: A=Good B=Acceptable C=Unacceptable

This **BLUE** Card is to be monitored up to a period of three (3) weeks.

If student behaviour can be effectively redirected towards displaying LEVEL 1 actions in this period, the formal monitoring process will end.

If two C Results are recorded in any week, further action will be required.

Day	Signatures		Rating			
	Teacher	Principal				
Monday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Tuesday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Wednesday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Thursday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Friday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C

Day	Signatures		Rating			
	Teacher	Principal				
Monday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Tuesday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Wednesday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Thursday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C
Friday			Session1	A	B	C
			Session 2	A	B	C
			Session 3	A	B	C

POLICY DATES			
<i>Formulated</i>	19/12/2014	<i>Adopted</i>	1/12/15
<i>Implemented</i>	01/12/2015	<i>Reviewed</i>	19/12/2015
<i>Next Review Due</i>	19/12/2019		
POLICY AUTHORISATION			
<i>Principal</i>	Mr Brian Laybutt	<i>Signature</i>	