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## Procedure for Student Behaviour Education

### Key Beliefs

Every member of the school community:

- Is an individual of worth who should receive and show respect.
- Is entitled to a safe, caring and inclusive environment where personal well-being and academic growth can occur.
- Each student is entitled to restorative practices that focus on repairing relationships.
- Parents/caregivers have primacy in developing appropriate behaviours in their children, while acknowledging the benefit of a collaborative approach between home and school. (appendix 2)
- Staff seek to encourage and develop appropriate behaviour primarily through positive practices.

### Key Goals

- Seek to continually enhance the school environment to ensure safety and where the learning rights of all students are respected and upheld.
- Assist students to take ownership and responsibility for their behaviours (no blame culture).
- Enable students to develop an understanding that their behavioural choices affect others.
- Assist students to develop skills to make social and relational choices that are positive for themselves and others, embedding a whole school explicitly taught social skills program.
- Assist students (through staff) to positively repair damage to relationships.
- Work with students to understand what are 'no bullying behaviours' and assist them to practice those values.
- Work collaboratively with parents/care givers and outside agencies to enhance behavioural practices of students.
- Seek to develop an understanding and visible practice of forgiveness.

### Respectful Pathways 5 Responsibilities

- Respect is a key value of Elizabeth East Primary School, and as such provides the foundations for the development of positive behavioural outcomes for students. Therefore, at EEPS we expect students to respect the rights of others in the community in the following way:
  - a. Make safe choices – in the classroom and the playground
  - b. Follow all staff instructions – in the classroom and the playground
  - c. Ask permission before leaving the learning area
  - d. Allow others to learn and teach
  - e. Respect yourself, others and all property

## **Whole School Approach to Student Behaviour**

In order to promote positive behaviour at Elizabeth East Primary School, consistency in relation to expectations for students and consequences that follow for inappropriate student behaviour, the following approach is promoted and adopted. This approach complements the school's five responsibilities.

It is the teacher's responsibility to document at each point on this continuum using the behaviour record sheet provided (appendix 9), to give a clear and consistent picture of behaviours. It is also expected that students be given appropriate take up time to follow instructions, and if they fail to comply this needs to be documented and the next point in the continuum is activated. If a student continues to refuse to follow reasonable instructions leadership assistance can be sought.

### **In the Classroom (Appendix 3)**

#### **Continuum of support and education**

**Verbal Reminder:** A verbal reminder(s) of behavioural expectations should occur before the students begin moving along the support continuum

**'A Warning':** The student is informed of their behaviour and why the behaviour is unacceptable, and reminded about the rights of others and their responsibilities. Appropriate behavioural expectations are clearly restated. If step one is repeatedly reached (teacher to keep a record of this) by a student, an appropriate consequence will be given by the classroom teacher.

**Working Alone within the classroom:** The student is again informed of the way in which their behaviour is inappropriate and reminded about the rights of others and their responsibilities. Appropriate behavioural expectations are clearly restated. The student is moved to an isolated position in the classroom for a minimum period of 15 minutes in order to work alone. Prior to the student resuming their seat, they will have a 'Restorative Chat' (Appendix 5) with the teacher to reach a verbal agreement to uphold the behavioural standards expected at Elizabeth East Primary School.

**Alternative Placement and Restorative Chat:** The student is asked to leave the classroom with an escort, and is supervised within another classroom determined by the teacher, teachers will prearrange alternative placement arrangements with other teachers in the school, with the best interests of individual students in mind. The time-out will be for the remainder of the period (see below) or less at the discretion of the classroom teacher. Teachers need to have appropriate work available for the skill level of each child to be done in this time, the student can complete existing work but it is the responsibility of the teacher to ensure sufficient work is available to occupy the period the student is in alternative placement. If a student is disruptive in alternative placement leadership are to be contacted to support the situation. After completion of the alternative placement the student will return to their classroom where their teacher, during a Restorative Chat, will discuss and complete a 'Thinking About My Behaviour' Form' (Appendix 5) with them. The purpose of this chat is to give the student the chance to consider and learn different options for behaviours, and to develop strategies for future use. Teachers are encouraged to use other members of their team to collectively manage lower level inappropriate behaviours.

The 'Thinking About My Behaviour' form will then be sent home to be signed by parents/caregivers and returned. A copy of the form is to be kept by the teacher prior to sending it home, and if it does not return home signed then a phone call home is to be made to ensure parents/caregivers are aware a form has been sent. A photocopy needs to be given to the Deputy Principal.

Periods are:     School Start – 10:30  
                      Lunchbreak to 12:50  
                      Recess to 2:50 (to allow time for restorative chat)

**Restorative Conference:** (Appendix 5) – After a number of 'Thinking About My Behaviour' forms have been issued (teacher to refer to leadership when they are concerned that issues are not improving) and the individual has failed to improve their behaviour, a Restorative Conference will be held with the classroom teacher and a member of the leadership team. Parents/caregiver will be asked to attend this meeting. When parents/caregivers do not attend, they will be notified and a copy of the 'Student Formal Agreement' (Appendix 6) which outlines set behaviour goals. Assistance will be given to staff in order for this restorative process to occur. The completed Student Formal Agreement form will then be kept on file with the Deputy Principal, with a copy also to the class teacher. This conference with the behavioural expectations will be recorded on the student's school based file and EDSAS. For significant one-off behavioural issues students may be asked to participate in a Restorative Conference without going through the continuum. If the student refuses to participate in the restorative process, the teacher with a member of leadership will determine the appropriate action and consequence.

**Individual Behaviour Support Plan:** If a student fails to carry out the agreed behaviour goals on a Student Formal Agreement, or for a more severe one-off behaviour: the school will in association with the class teacher, students and their parent/caregivers institute an individual behaviour support plan. This plan may include one or more of the following actions:

- Individual school work program completed away from the class setting (internal suspension)
- Loss of privileges e.g. excursions, computer access
- Individualised programs to assist students with their behaviour through discussions with the Student Wellbeing Leader.
- External assistance (DECD and other), which may include a professional assessment and counselling or other actions deemed necessary.

## **Suspension**

- Repeated non-compliance by a student to an Individual Behaviour Management Plan will result in suspension from Elizabeth East Primary School for a period determined by the Principal, and considered against the best needs of the student taking into account issues relating to trauma and disability. This may be internal or external suspension dependant on the needs of the students and the reasonable expectations of success of either option, this will be at the discretion of leadership. If a student is unsuccessful on an internal suspension this will be converted to an external suspension.
- For significant one off incidents (see below) students *may* be suspended or excluded without the implementation of an Individual Behaviour Support Plan.
  - Arson/Vandalism
  - Physical assault
  - Threatening a student/teacher with a weapon
  - Sexual assault/abuse
  - Pornographic material brought onto school premises (electronic or hard copy)
  - Bullying and Cyber bullying
  - Deliberate discrimination e.g. racial, sexual & religious
  - Illegal drugs/alcohol on school grounds
  - Bringing weapons onto school grounds.

## **Exclusion**

- If the student consistently refuses to adopt better behavioural practices after his/her return from suspension, then the exclusion process will occur.
- Adherence to DECD policies on suspension/exclusion will be followed

## **Take homes**

- At any point on this continuum leadership can initiate a take home to facilitate the student to have time to consider their response to and reaction to the expectations of the school community. Parents who do not pick up the child when requested for a take home may be advised of a suspension in lieu of a take home at the discretion of leadership.

## **In The School Yard (Appendix 1 & 4).**

Our aim is to assist students to develop positive playground behaviours and address any hurt caused to others or damage to property. Consequences for inappropriate behaviour in the yard are largely determined by the severity of the student's actions.

The following is a guide:

1. **Low level behaviour:** such as incidental swearing, taking someone else's equipment, dangerous running, disobeying teacher's instructions are best handled by either:

A small period of time out at lunch at the following locations (5-10 minutes)

- Junior playground – Bench near the grass area
- Senior playground and courtyard – Tables or benches under central shelter
- Oval – low retaining wall

Alternatively, student/s can walk with a teacher for the period, or complete a task to improve school eg picking up papers to improve school amenity. The teacher allows the child to resume play after a brief restorative chat. A 'White Slip' (Appendix 8) is filled out and given to the student's classroom teacher for recording.

If students do not comply with teacher instruction then teachers will ask for leadership support during or following the play period, the student/s who were non-compliant will be required to have a discussion with the teacher they were non-compliant with, with leadership support, and may need to fill out a thinking about my behaviour form during this discussion.

2. **High Level behaviour:** such as fighting, stealing, racial taunting, directed swearing, gangs and wilful damage to property sees the child escorted to the front office and the completion of a 'Thinking About My Behaviour' form followed by a restorative chat/conference with a leadership member and when appropriate the class teacher. A further meeting with the student/s parent/caregiver may occur.

The goal is to deal with lower level behaviour before it escalates which requires proactive practices by the teacher on duty, and collegial support as every child is everybody's responsibility.

## **Bullying and Harassment (separate policy)**

Some of the inappropriate behaviours shown by students may be an indicator that bullying and/or harassment may be occurring. Note: students receiving multiple 'Thinking About My Behaviour' forms will assist in determining if this is the case.

Behaviours that possibly relate to bullying and/or harassment need to be referred to leadership. Once a pattern of behaviour confirms bullying and/or harassment, the school will notify parents/caregivers for a Restorative Conference.

At the discretion of Leadership, students who have exhibited bullying actions will be issued a 'Thinking About My Behaviour' form. This will be accompanied initially with a restorative chat and conclude with a restorative conference at which leadership, parents/caregivers and the class teacher will be present.

The student may be suspended or excluded depending on the severity and consistency of the bullying.

The Coordinator Student Wellbeing Leader will focus on the well-being of the victim (s).

At Elizabeth East Primary School, we expect students to respect the needs and rights of others in the community in the following ways.

### **Respect for Learning**

We expect students to respect the learning needs of themselves and others so that all children have the opportunity to learn.

#### **Rights**

Students have the right to:

- Have the opportunity to reach their potential and develop their skills, abilities and talents;
- Have their ideas valued and heard; and
- Work in an environment which is conducive to learning.

#### **Responsibilities**

Students fulfil their responsibilities to themselves and others when they:

- Listen attentively and politely to others;
- Contributing to the teaching & learning program by giving their best effort;
- Ask questions to clarify or when unsure;
- Follow the classroom expectations and the essential agreement;
- Value those who assist their learning;
- Work cooperatively and collaboratively, sharing their ideas with others; and
- Use appropriate resources to assist their learning.
- Take responsibility and ownership of their behaviour.

### **Respectful Actions**

We expect students to show respect to all members of our community and to property through their actions.

#### **Rights**

Students have the right to:

- Be shown respect and consideration through the actions of others;
- Feel included;
- Be free from bullying behaviours;
- Have others follow the rules set down for games; and
- Have a pleasant environment in which to work and play.

## **Responsibilities**

Students fulfil their responsibilities to themselves and others when they:

- Look after the school's facilities, resources and other's personal equipment;
- Respect other's personal space by keeping our hands to ourselves;
- Include others in games and activities;
- Play fairly and keep the rules of games;
- Wear their school uniform in an appropriate way; and
- Use ICT in appropriate ways.

## **Respectful Language**

We expect students to show respect to all members of our community through all communications, including social media.

## **Rights**

Students have the right to:

- Have others speak to them respectfully and politely;
- Feel included through the words of others;
- Feel safe about sharing their ideas and opinions;
- Participate constructively in problem solving; and
- Be free from bullying.

## **Responsibilities**

Students fulfil their responsibilities to themselves and others when they:

- Listen attentively to others and respect their views;
- Communicate respectfully and politely to others.

## **Respect for Safety**

We expect students to behave in a safe manner in all areas and activities.

## **Rights**

Students have the right to:

- Feel safe and secure at all times;
- Learn about safety to help protect us from unsafe situations; and
- Work and play in a safe environment.

## **Responsibilities**

Students fulfil their responsibilities to others when they:

- Use facilities and equipment in a safe manner;
- Consider how their actions affect themselves and others;
- Play in designated areas and return from breaks on time;
- Move around the school in a safe, timely and respectful manner; and
- Wear their hat, according to our school policy.
- Use their bodies safely with others, especially their hands and feet, no touching without permission.

### Role of Parents/Caregivers

Parents/caregivers have the primary responsibility for teaching their children to behave with respect for the rights and needs of others. School staff have the primary responsibility for managing student behaviour at school. Where the values and expectations are the same, parents and teachers can actively support one another to the benefit of the child.

It is essential that all parents/caregivers are familiar with the school's Behaviour Education Policy and support it. Likewise, parents/caregivers are expected to actively support the teacher's management of their child's behaviour or, if they have difficulty in doing so, to meet firstly with the teacher concerned with the aim of planning a cooperative approach. A member of the leadership team will participate in such meetings as required.

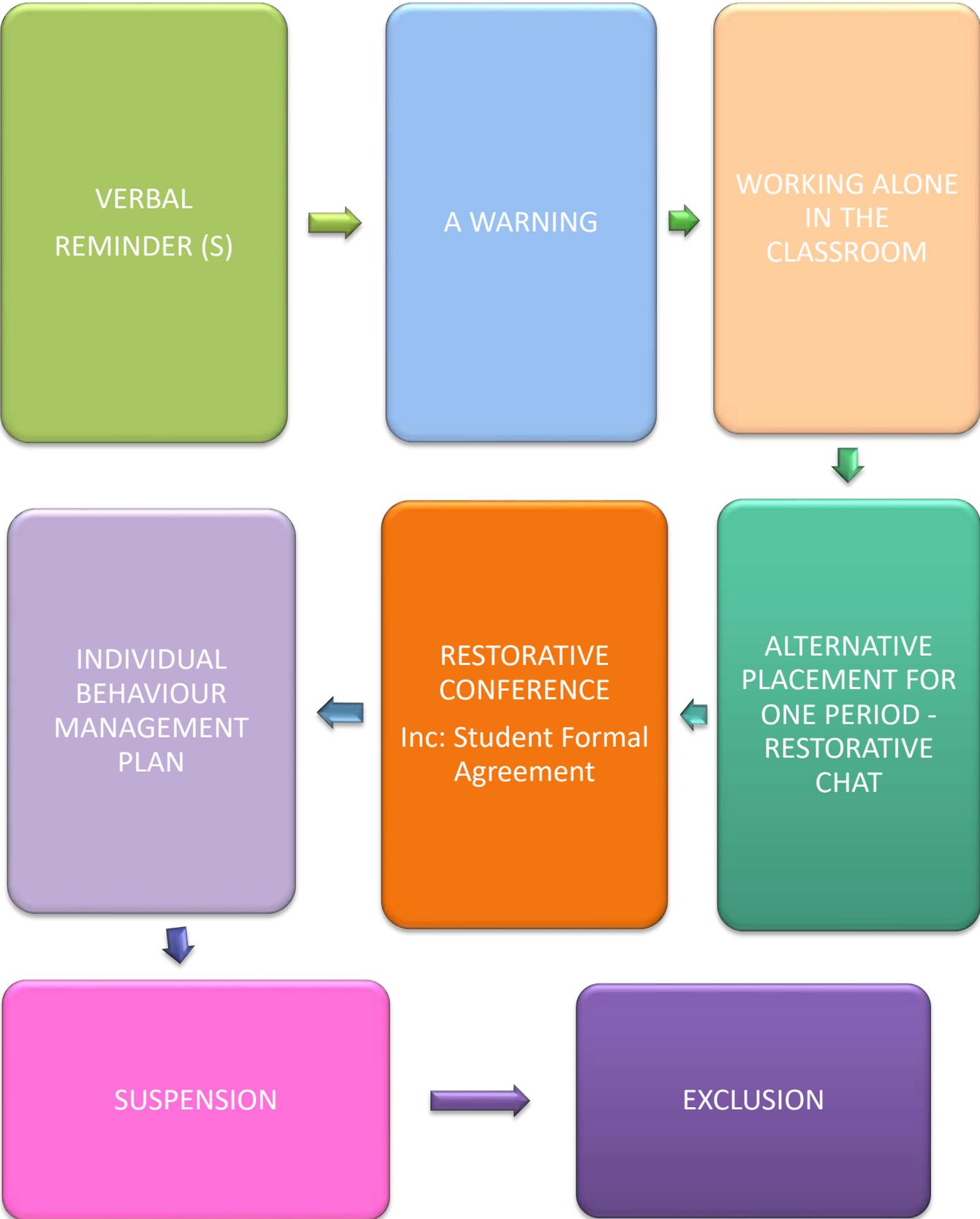
Parents/caregivers of students with ongoing behavioural issues will be expected to participate in the planning and implementation of the restorative process and an individual behaviour education support program, in cooperation with the teacher, leadership staff and other personnel as deemed necessary.

### Role of Teacher and Staff

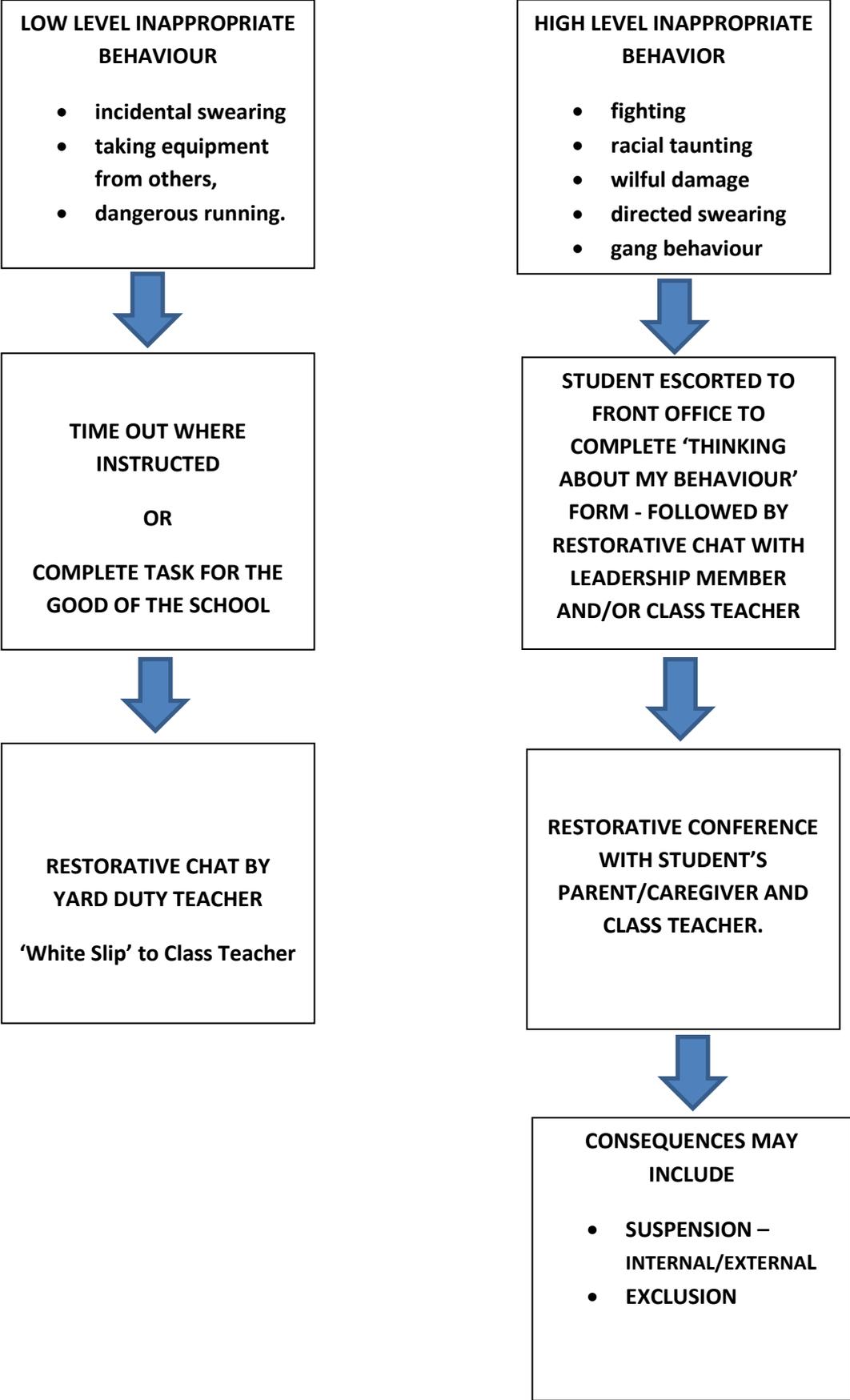
The staff of Elizabeth East Primary School encourages and develops appropriate behaviour by:

- Establishing positive relationships with student;
- Modelling behaviours which use their inherent power as teacher-leader respectfully and positively;
- Modelling behaviour which is responsive to the rights and needs of others;
- Modelling and emphasising the importance of seeking and giving forgiveness
- Encouraging positive relations between students;
- Communicating clear social and behavioural expectations;
- Engaging students in appropriate social and behavioural learning experiences including assistance to create Focus Plans/Safety plans to assist students
  - Identify triggers
  - Understand behavioural responses
  - Understand body Signals
  - And identify Calming strategies
- Actively teaching social skills, values and anti-bullying strategies through the learning program.
- Taking a no-bullying stance;
- Maintaining open communication with parents;
- Rewarding positive student behaviours such as 'Values Awards' or through class initiatives;
- Consistently enforcing school behavioural expectations;
- Providing adequate classroom and playground supervision;
- Using Restorative Practices when behavioural/bullying problems arise;
- Establishing an essential agreement for the safe and effective functioning of the classroom; and
- Reporting and recording significant behaviour incidents in line with the school and DECD policies, guidelines and procedures.
- Assist students with transitions and movement across the school, by being timely after breaks and encouraging orderly movement between non classroom lessons.

# CLASSROOM BEHAVIOUR FLOW CHART



# YARD BEHAVIOUR FLOW CHART



Restorative Justice practices are used when there is a conflict between two or more parties. Restorative Justice advocates that the people most effective in finding a solution to a problem are the people who are most directly impacted by the problem. Restoring respectful relationships is achieved by creating opportunities for those involved in a conflict to work together to understand, clarify the incident and repair the harm caused.

The aim of using Restorative Justice is to promote, nurture and protect healthy relationships among members of the school community. We expect that students, parents and teachers will recognise this approach as being firm, but fair.

Restorative Justice practices have a strong focus on relationships and acknowledge that these relationships are essential for our lives, our learning and for maintaining a harmonious community. They encourage fairness, a culture of listening and forgiveness within our school community.

All staff, students and parents are requested to be supportive of, and participate in Restorative Justice practices when they are involved in conflict or other issues of concern.

Some helpful questions we ask students when resolving a problem or dispute using Restorative Practices include:

- What happened?
- What were you thinking at the time?
- Who do you think was affected by what you did?
- In what ways were they affected?
- What do you need to do to make things right?

There are a variety of ways that Restorative Practices are used in our school community:

- Restorative Chats – an informal conversation between teacher and student to address minor behavioural issues.
- Class Meetings – to discuss and address issues to maintain a positive learning environment.
- Essential Agreement – to establish clear classroom boundaries and expectations.
- Thinking About My Behaviour Form – helping students address behavioural issues in restorative ways.
- Restorative Conference and Student Formal Agreement Form – structured mediation to deal with conflict and more serious issues.

When an issue arises an appropriate consequence will be given as one part of the restorative process. These will be given for students to consider what they can do to make things right and help all members of the school community move forward.

## RESTORATIVE CONFERENCE – CODE OF CONDUCT

- ONE person talks at a time and that is either the facilitator or the person the facilitator is addressing.
- The purpose of the conference is to find a solution to a problem and repair the damage to people, feelings, relationships and property – NOT to blame or get anyone into trouble.
- Each student involved will have their voice and story heard. (Fair Process)
- We can only find a solution to the problem fairly if people tell the truth.
- If a student chooses to NOT participate appropriately in the Restorative Conference, he or she hands all responsibility for the outcome over to the teacher and / or leadership member.

## Restorative Justice Chat/Conference Guidelines

Establish the facts prior to formal conferencing where possible.

Children are questioned in the following order:

### WHY ARE YOU TELLING ME THIS?

Blue questions – ask the child / children who caused the incident

Green questions – ask the child / children affected or hurt

To the Perpetrator 1<sup>st</sup> “What were you thinking about when you...?”

“And what are you thinking about it now?”

To the Victim “How did (the incident) make you feel?”

Or

“What effect did (the incident) have on you?”

### Who else do you think may have been affected by this incident?

(Both but victim 1<sup>st</sup>)

To the Victim “What do you need to repair the harm that has been caused by this?” (to property / game etc.)

To the Perpetrator “What do you think needs to be done by you to repair the harm that has resulted from this?” (to property / game etc.)

### Come to a negotiated agreement

To the Victim “What do you need to repair the harm that has been caused to the relationship / friendship?”

To the Perpetrator “What do you need to do to repair the harm that has been caused to the relationship / friendship?”

**Come to a verbal / negotiated agreement.** (If Required):

- To the Victim: “If he/she were to repeat this action, what do you think is a reasonable consequence?”
- To the Perpetrator: “If he/she were to repeat this action, what do you think is reasonable consequence?”

After a number of Thinking About My Behaviour forms to have been issued and the individual student has failed to improve their behaviour or a significant one off incident has occurred a Restorative Conference will be held with the classroom teacher, member of leadership and parents will be asked to attend this conference. At the Restorative Conference this Student Formal Agreement form will be completed with set behaviour goals outlined for the student to achieve.

**Name / s:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**I/We have had some playground / classroom issues and as a result this Student Formal Agreement has been discussed and agreed on.**

**I / We will;**

**After we discussed these I / we decided on the following consequences if I / we break this agreement.**

**Student sign:** \_\_\_\_\_

**Parent sign:** \_\_\_\_\_

**Teacher sign:** \_\_\_\_\_

**Principal sign:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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

Today: \_\_\_\_\_ I did not show respect in the following way:

- In my words
- In my actions

- For learning
- For safety

**What happened?** (Brief outline of incident – may be filled out by child and/or teacher and can include drawings)

**Who do you think has been affected by what you did?**

**What do you think needs to happen to fix the problem?**

Student signature: \_\_\_\_\_

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

\_\_\_\_\_

Leadership comment: \_\_\_\_\_

\_\_\_\_\_

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

Leadership Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

|                        |   |          |
|------------------------|---|----------|
| <b>School Use Only</b> | Would it be beneficial for the child to see the SWL/Deputy Principal/Principal? | Yes / No |
|                        | Has this behaviour been followed up with a Student Formal Agreement form?       | Yes / No |
|                        | Has the Parent/ Caregiver been informed?  | Yes / No |

## Appendix 8

|        |              |
|--------|--------------|
| Name:  | Time:        |
| Class: | Date:        |
| Area:  | Recess/Lunch |

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Taking others equipment
- Running in corridors/hard surfaces
- Disobeying
- Other

Behaviour has been dealt with Yes/No

Follow up required Yes/No

|        |              |
|--------|--------------|
| Name:  | Time:        |
| Class: | Date:        |
| Area:  | Recess/Lunch |

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Taking others equipment
- Running in corridors/hard surfaces
- Disobeying
- Other

Behaviour has been dealt with Yes/No

Follow up required Yes/No

|        |              |
|--------|--------------|
| Name:  | Time:        |
| Class: | Date:        |
| Area:  | Recess/Lunch |

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Taking others equipment
- Running in corridors/hard surfaces
- Disobeying
- Other

Behaviour has been dealt with Yes/No

Follow up required Yes/No

|        |              |
|--------|--------------|
| Name:  | Time:        |
| Class: | Date:        |
| Area:  | Recess/Lunch |

A warning has been issued for:

- Rough Play
- Inappropriate language
- Teasing
- No hat
- Taking others equipment
- Running in corridors/hard surfaces
- Disobeying
- Other

Behaviour has been dealt with Yes/No

Follow up required Yes/No



| Minor Misbehaviours  | Moderate Misbehaviours   | Severe Misbehaviours   |
|--|--|--|
| <i>Ongoing minor misbehaviour becomes moderate misbehaviour</i>  | <i>Ongoing moderate misbehaviour becomes severe misbehaviour</i>   |  |
| <ul style="list-style-type: none"> <li>• Taking too long to come back to class</li> <li>• Running away from staff</li> <li>• Joining in distractions</li> <li>• Swearing (non-directed or accidental)</li> <li>• Interrupting</li> <li>• Off task</li> <li>• Dominating conversation</li> <li>• Talking during quiet times/ calling out</li> <li>• Throwing items to the floor</li> <li>• Disrespecting school property (e.g. graffiti)</li> <li>• Niggle teasing</li> <li>• Yelling</li> <li>• Not following instructions</li> <li>• Passing notes</li> <li>• Not listening</li> <li>• Being unkind</li> <li>• Refusing to participate</li> <li>• Being bossy</li> </ul>  | <ul style="list-style-type: none"> <li>• Not coming back to class</li> <li>• Leaving the learning area without permission</li> <li>• Disrespecting school property (e.g. property damage)</li> <li>• On-going verbal harassment</li> <li>• Throwing items to the floor as a secondary behaviour</li> <li>• Targeted bullying</li> <li>• Threatening others (e.g. gestures)</li> <li>• Continual distracting</li> <li>• Verbally abusing others</li> <li>• Upending furniture</li> </ul>  | <ul style="list-style-type: none"> <li>• Disrespecting school property (wilful damage)</li> <li>• Continual targeted bullying</li> <li>• Unsafe use of property</li> <li>• Physical violence (e.g. hitting, kicking, punching)</li> <li>• Continually threatening others</li> <li>• Sexual harassment</li> <li>• Racial harassment</li> <li>• Verbally aggressive towards others (including swearing at adults)</li> <li>• Threatening violence with the use of a weapon</li> <li>• Ongoing physical harm</li> <li>• Throwing furniture at others</li> </ul> |
| <p><b>Minor misbehaviours will be dealt with by the classroom teacher in the classroom/yard at the time of the misbehaviours occurring with logical consequences</b></p> <p><b><u>Consequences may include:</u></b></p> <ul style="list-style-type: none"> <li>• Redirection</li> <li>• Conversation about the Learning Code and change of behaviour</li> <li>• Modify the learning activity</li> <li>• When...Then... (i.e. <b>when</b> you've finished pasting that word in <b>then</b> you can have a break for 5 minutes)</li> <li>• Reflection Class</li> <li>• Cool-down card (on needs basis)</li> <li>• Working in own time</li> <li>• Warning</li> <li>• Immediate Think Time (time out)</li> <li>• Community Service</li> <li>• Restorative actions</li> <li>• Walking with a teacher</li> <li>• Loss of privileges</li> <li>• Loss of play under teacher supervision</li> <li>• Logical consequences</li> </ul> | <p><b>Moderate misbehaviours will be dealt with <u>initially</u> by the classroom/yard teacher.</b></p> <p><b>Moderate escalation <u>may</u> result in <u>leadership</u> intervention</b></p> <p><b><u>Consequences may include:</u></b></p> <ul style="list-style-type: none"> <li>• Take home</li> <li>• Restorative conferences</li> <li>• Office sit outs</li> <li>• Phone call home</li> <li>• Letter to parent/carer</li> <li>• Yard Play program</li> <li>• 3-way conversation</li> <li>• Reflection Class</li> <li>• Make up work in own time</li> </ul> | <p><b>Severe misbehaviours <u>require leadership</u> support</b></p> <p><b><u>Consequences may include:</u></b></p> <ul style="list-style-type: none"> <li>• Suspension</li> <li>• Exclusion</li> <li>• Police Involvement</li> <li>• Community Service</li> <li>• Restorative conferences</li> <li>• Yard Play plans</li> <li>• Parent/Carer Co</li> </ul>  |

