



FREMANTLE PRIMARY SCHOOL
an Independent Public School

Positive Student Engagement Policy 2020

Reviewed June 2020

Positive Student Engagement Policy

RATIONALE:

Fremantle Primary School's Positive Student Engagement Policy aims to provide a supportive, cooperative and safe environment for students, staff and parents; an environment where students can work and learn together in a harmonious environment.

Our intent is to create a learning environment within our school that embeds the school's core values of care, diversity and excellence and supports students to make positive choices and accept responsibility for their actions. We adopt the belief that through poor choices students can learn important lessons, and further develop responsibility and independence. We encourage students to see poor choices as opportunities for growth. We are committed to using "Restorative Practices" where following a behaviour incident students engage in a conversation (with their teacher or an administrator) designed to encourage reflection and to minimise damage to relationships. The focus is on the behaviour exhibited, not the child.

Our school wide implementation of the Be You Framework and complementary Health Education programmes serve to support this aim. Our use of Restorative Practice aims to preserve relationships once a disciplinary action has taken place.

This document also articulates the expectations of the school community in relation to student engagement, including strategies to address bullying.

School policy and procedures are to be implemented with adherence to the key principles of restorative practice:

- **Positive interpersonal relationships are a major influence on behaviour.**
- **A culture of care supports all individuals in the school community.**
- **Cultural receptiveness and responsiveness is key to creating learning communities of mutual respect and inclusion.**
- **A restorative approach leads to individuals taking responsibility for their behaviour.**

AIMS:

Our Positive Student Engagement policy aims to:

- Develop a caring, safe and empathetic environment that encourages a strong sense of belonging and where the rights and responsibilities of individuals are recognised and respected.
- Foster positive relationships between members of the school community.
- Build students' capacity to be accountable for their own behaviour and to implement fair but effective consequences for misbehaviour which encourage others to be aware of their own responsibilities.
- Provide a support services infrastructure to assist students who are having behavioural or other problems
- Develop strong links with parents to keep them informed of their child's progress.

RIGHTS:

Everyone in our school community has the right to:

- Teach and learn without disruption.
- Be treated with courtesy and respect.
- Work in a safe, secure and clean environment.
- Achieve their potential and be proud of this.
- Have their property respected.

RESPONSIBILITIES:

Everyone in our school community has the responsibility to:

- Ensure that teaching and learning proceed without disruption.
- Show respect and courtesy to others.
- Help keep our school clean, safe and secure.
- Try hard, help others to do the same and bring credit to the school and community.
- Respect student, staff and school property.

BEHAVIOUR EXPECTATIONS (Code of Conduct)

These overriding expectations are drawn from our whole school values:

1. Be caring and respectful
2. Be your best
3. Be inclusive
4. Be safe
5. Be organised and prepared

VALUES

The values that need to be incorporated throughout the teaching and learning program are:

- Care
- Diversity
- Excellence

DEVELOPMENT AND ENCOURAGEMENT OF GOOD BEHAVIOUR

The school intends to encourage and develop positive behaviour within the school through the following means :

- **Expectations** - Students, staff and parents need to have a clear understanding of the behaviour requirements and standards throughout the school and in each classroom.
- **Educational Programs** - The school will conduct programs that develop appropriate behaviour (see Rights and Responsibilities) and understandings within the guidelines of the WA Curriculum and School Values.
- **Participation and Enjoyment** - Students who develop behaviour in accordance with the required standard will enjoy their time at school and will participate fully in all learning experiences. The school will continually develop programs of learning catering for all students.
- **Consistency** - The school needs to be consistent with recognising what is appropriate behaviour and what is not, and also in the issuing of consequences.
- **Class Incentives** - Teachers are expected to develop a Class Behaviour Management plan that incorporates intrinsic and extrinsic incentives and acknowledges students who adhere to the school's expectations.
- **Incentives and Recognition of Appropriate Behaviour** - The school will acknowledge students who behave in the required manner and provides examples of the way in which students should behave so that there is a positive, caring atmosphere throughout the school. Recognition may include:
 - Individual classroom reward systems - Faction Tickets, stamps, stickers, praise, written comments etc.
 - Merit/Values Awards presented at whole school assemblies
 - Faction Tickets – used for class and playground rewards
 - Icy pole vouchers gained through Faction Ticket raffle in class
 - Reward visits to Principal/Deputy/Other teachers for work recognition

Whole School Faction Ticket Incentives – rewards received when a faction reaches the number below:

- 4500 faction tickets = mystery prize
- 4000 faction tickets = sausage sizzle
- 3000 faction tickets = free dress day
- 2000 faction tickets = icy poles
- 1500 faction tickets = extra ten minutes of play

WITHDRAWAL AND REFERRAL TO ADMINISTRATION

- If teachers wish to detain students to complete work, then this is a class issue and must be resolved in the classroom. Teachers who have students doing school work during recess periods must supervise those students.
- Students are not to be sent out of their class during lesson times without appropriate **Duty of Care** being undertaken.
- If a student has reached the 'Working It Out' Sheet stage, then they are to be sent with the form to Buddy Class.
- Teachers should work through their classroom management procedures and strategies before referring students to the school administration unless dealing with a severe breach of discipline.
- For any serious breach of discipline, teachers must inform the administration as soon as possible.

PARENT/CARER CONTACT

Parents/carers will be notified for any serious misbehaviour resulting in their child being referred to Administration as well as Working It Out sheets being sent home. Furthermore, parents/carers will be contacted by a member of administration, or delegate, should their child/ren be involved in a situation resulting in a physical injury and/or emotional distress.

RESTORATIVE JUSTICE QUESTIONING

As a consequence of misbehaviour or bullying, students should be counselled through the Restorative Justice process by being asked the following questions:

Restorative Questions 1:

When things go wrong

What happened?
What were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think you need to do make things right?

Restorative Questions 2:

When someone has been hurt

What did you think when you realised what had happened?
What impact has this incident had on you or others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

COLLABORATIVE AND PROACTIVE SOLUTIONS

There is a wide body of new research supporting the Collaborative and Proactive Solutions (CPS) model. The CPS goal is to enhance a collaborative partnership between adult and student to get children to solve problems. It fosters empathy, improves communication, decreases likelihood of conflict and an understanding of how behaviour impacts on others. The process supports maintenance of authority through collaboration.

The Department of Education is currently providing training in CPS and trialling the model in several schools. Our school is using the model in some instances, when other ways of managing student welfare and behaviour haven't been successful.

CPS takes the philosophical position that **children do well if they can**. If children could do well, they would do well. If a child isn't doing well, something is getting in their way. Every child wants to do well and with our help they can do better. **OUR UNDERSTANDING OF A PROBLEM DETERMINES OUR SOLUTION.**

Challenging behaviour in the CPS model is viewed as a signal, sometimes a loud and public signal that the expectations being placed on the child/student outstrip the skills they have to respond adaptively to the context.

SUSPENSION

- Suspension will be applied for serious misbehaviour. This applies to either class or playground misbehaviour as per Department of Education Guidelines. It will take the form of either '**In School**' or '**Out of School**' suspension.
- **In School Suspension** is where the student spends a day or more at school, but works in the office area and is excluded from other students for that time (including separate recess and lunch breaks). Teachers are asked to provide appropriate work for the student.
- **Out of School Suspension** is where the student spends a day or more at home. The school will only use this form of consequence for very severe and/or continuous misbehaviour. Students, with their parents, are expected to negotiate re-entry into both the school and their class group.
Teaching staff will be notified by Administration of any out of school suspensions.
- At the completion of the suspension period the student should meet with the appropriate staff member to discuss ways of improving the behaviour and making sure there is a clear understanding of what needs to be done. Students may be placed on a behaviour management plan.

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|---------------------------|
| ATTACHED DOCUMENTS |
|---------------------------|

- A.** 5 Step Behaviour Management Plan
- B.** Working it Out Sheet PP- Yr 2
- C.** Working it Out Sheet Yr 3-6
- D.** Anti- Bullying Statement
- E.** Good Standing Policy
- F.** Mobile Phone Procedures
- G.** Playground Behaviour Management Record
- H.** Behaviour Tracking Sheet
- I.** Related Documents

Attachment A: 5 Step In-Class Behaviour Management Plan



Step One: Warning (Name recorded)

Praise another student who is close by displaying the correct behaviour. Praise the misbehaving student immediately they do something appropriate.

Use (CMS) class management strategies in first instance – eye contact, pause, positive reinforcement of others, proximity, change of tone etc.



Step Two: 2nd Warning (1 cross against name)

Reinforce the classroom rules with the student.

Continue use of (CMS) class management strategies through ALL steps.

Examples of Severe Clause offences which warrant immediate Admin referral

- Physical assault of a student or teacher.
- Verbal abuse of a teacher or student.
- Damage to property
- Intimidating behaviour



Step Three: 3rd Warning (2 crosses against name)

Teacher to discuss ways to solve behaviour with student after 'cool off' period.
In class consequences and management
Consider informing parents



Step Four: Buddy Class

A 'Working It Out' Sheet will be provided for the student to complete (Attached.)
Teacher informs parents via note, email and/or contact parents by telephone.
Entry into Integris by teacher
May consider a recess / lunch detention as appropriate alternative in some instances



Step Five: Administration Referral

Student referred to Administration for involvement and support
Parents contacted. Student completes work supplied by teacher and/or Working It Out Sheet.
Entry into Integris
Admin report back to teacher

Working It Out Sheet P-2



Student: _____ Teacher: _____

Year: _____ Time: _____ Date: _____

☹ Draw or write what you did that was wrong

☹ Who was affected by this?

😊 What will you do next time?

Teacher Comment

Buddy Teacher notes (if applicable)

Parent signature: _____

Working It Out Sheet – Year 3-6



Student: _____ Teacher: _____

Year: _____ Time: _____ Date: _____

1. What did I do that got me into trouble?

2. How did my behaviour affect others?

3. What could I have done to avoid being sent here?

4. What could I do to fix things up or make things better?

Teacher signature: _____ Date: _____ Student signature: _____

Teacher Comment

Buddy Teacher notes (if applicable)

Parent signature: _____

ANTI-BULLYING STATEMENT

WHAT IS BULLYING?

Those who bully, target their victims and badger them over and over again.

Bullying is any act that causes hurt or fear in another person. It may be,

- Repetitive, deliberate and systematic or a result of thoughtlessness.
- a physical attack on the person or their property.
- verbal teasing or insulting.
- indirect such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student.

TYPES OF BULLYING

We can define bullying as “unprovoked aggressive behaviour”, deliberately inflicted by someone of greater power on someone of lesser power. It can be,

- **PHYSICAL:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property.
- **VERBAL:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **PSYCHOLOGICAL:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual’s reputation and sense of safety.
- **RELATIONAL:** Usually involves repeated ostracising of others by leaving them out, or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share another’s personal information.
- **CYBER:** Involves the use of information and communication technologies such as e-mail, text messages, instant messaging and social websites to engage in the bullying of other individuals or groups. The technology provides an alternative means for verbal, relational and psychological forms of bullying.
- **BYSTANDERS TO BULLYING:** Bullying also involves the concept of “bystanders”. A bystander is a person who sees bullying or knows about it, but they are not usually directly involved. Everyone at the school can have a role in supporting those who are being bullied. The whole-school community at Fremantle Primary needs to be aware of their roles in supporting those who are being bullies and their responsibility to discourage bullying behaviours when they observe them. Any member at the school can be a bystander and can act successfully to prevent or stop bullying. Sometimes it is difficult to act at the time of bullying. This includes reporting bullying. Bystanders are encouraged to report to someone who can help. This could be a teacher or school administrator.

THE SCHOOL POSITION ON BULLYING

At Fremantle Primary every person has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps are necessary to stop such behaviour.

Each child has the following rights:

- To be treated with respect and kindness;
- To feel safe in their school environment;
- To be an individual at their school;
- To express their opinions (in a respectful manner);
- To be valued and respected for their individual strengths and weaknesses; and
- To report incidences of bullying to themselves and fellow students.

IT'S OKAY TO TELL

One of the biggest obstacles to overcome in dealing with bullying in the schoolyard is that students are often afraid to tell their teachers or parents they are being bullied. Common concerns include:

- It's 'dobbing';
- The students who bully may take revenge;
- The student may think that nothing will be done or that no one cares;
- The student may believe, or hope, that it will just go away; or
- The student may think that no one will believe them.

RESPONSIBILITIES

Teachers:

- Will act as role models of caring and tolerant behaviour.
- Will listen to reports of bullying.
- Will protect the victim of bullying from further harm.
- Will act to stop the behaviour reoccurring.

Students who are bullied:

- Will speak to their teachers, leaders and nominated peers and give them full details of the incident.

Student witnesses to bullying:

- Will intervene if they are able.
- Will immediately seek staff assistance if they can't Intervene.

Parents:

- Will listen sympathetically to reports of bullying.
- Will speak to the relevant school personnel.
- Will work with the school in seeking a permanent solution.

Person identified as bullying others:

- Should be counselled through the Restorative Justice process using a 'No Blame Approach' by a class teacher, administration staff or psychologist.

EARLY INTERVENTION STRATEGIES TO IMPLEMENT

- Administration and Staff are to inform a student of what bullying involves and are to clearly articulate that it is not acceptable behaviour.
- Identifying early signs of relationship issues within year groups and across the school (e.g. class meetings and social problem solving).
- Proactive teaching of pro-social behaviour to identified students.
- Actively providing other options for individual students experiencing unsafe areas or times at the school.
- Referring identified students to appropriate specialist support staff.
- Assisting in repairing and rebuilding trust and relationships between identified students and others.
- Providing students at risk of being targeted, or those who demonstrate bullying behaviour, with access to specialist/pastoral care staff.
- Identifying cohorts of students and year groups who are either engaging in bullying behaviours or who are being bullied (or both) that require target programs.
- That staff supervision remains diligent and staff are to be consistent in dealing with bullying incidents.
- That parent communication is maintained.
- Values are an integral part of planning for classroom teaching and learning.

PROACTIVE PROCESSES

Teaching Social Skills

All staff have a responsibility to teach, model and reinforce social skills and respect for others that will help the students deal with difficult situations. Skills such as being assertive, learning to say “no” and ignoring inappropriate comments, can be useful in helping a child deal with bullies.

Staff Supervision

Staff should note their duty of care role in their supervision and ensure they comply with this. Staff should also ensure they are at class on time and actively supervise during lunch and recess breaks.

Parent / Carer Communication

It is vital that parents and staff communicate with each other if there are any concerns about bullying. Parents will be made aware of the school’s Positive Student Engagement Policy and position on bullying.

GOOD STANDING

Rationale Statement

At Fremantle Primary School, the Good Standing Policy supports our school values of Care, Diversity and Excellence by acknowledging and rewarding exemplary student behaviour and work ethic.

We believe that learning is enhanced in a welcoming, inclusive and collaborative environment which emphasises the importance of students taking responsibility for the choices that they make on a daily basis. These choices impact academically and socially on themselves and others.

The Good Standing Policy is a part of, and works in conjunction with, the whole school Positive Student Engagement policy and the Department of Education's Keeping our Workplace Safe initiative. It aims to provide regular recognition for the majority of students who consistently behave and act according to our school values.

To Maintain 'Good Standing' students must:

- **Comply with the Fremantle Primary School's Behaviour Expectations and School Values**
- **Follow Fremantle Primary School Positive Student Engagement policy and classroom policy and procedures**

It is the responsibility of each student to maintain their 'Good Standing' in order to be included in extracurricular activities including before and after school programs and sporting events held during school hours. Students who lose their 'Good Standing' will lose the privilege to participate in various events throughout the school year. Examples: - excursions, camps, inter-school sporting events and sports days. Students will lose the privilege to participate in activities where the safety of other students is a concern.

GOOD STANDING POLICY

A student's 'Good Standing' status will be withdrawn following consultation with the administration team, specialist staff and classroom teacher for the following reasons:

Students will lose their 'Good Standing' as a consequence of:

- Three office referrals. This will be entered on Integris by a member of the administration team with parents/caregivers notified
- Three detentions or playground referrals (or a combination of both). This must be entered on Integris by a member of the administration team with parents/caregivers notified
- Suspension

Parents and Caregivers of students 'at risk' of losing their 'Good Standing' will be contacted by the classroom teacher.

Severe Clause:

- Students will lose the privilege to participate in activities where the safety of other students is a concern. Any form of violence will result in the loss of 'Good Standing'
- Students who are involved in a 'one off' severe behaviour incident in the classroom or playground will automatically lose their 'Good Standing'

Regaining 'Good Standing':

All students will regain 'Good Standing' at the end of a 5-week period.

The Good Standing Policy is provided to maintain consistency in our decision making processes. It is important to note that these are guidelines and exceptions may be made if there are extenuating circumstances that have resulted in negative behaviours. Such exceptions may be given by the Admin team.

MOBILE PHONES

MOBILE PHONE PROCEDURES

Students may have mobile phone at school for a variety of reasons.

The following will apply:

- Mobile phone to be turned off immediately the child arrives at school
- Mobile phone to be stored in the front office of the school
- Mobile phone can be turned on once the child has been dismissed at the end of the day
- Any child who disregards the above or who makes inappropriate text or voice calls, or takes photos or video images while on school premises will forfeit the right to have a phone at school for a period determined by the administration team and may be suspended from the school for these actions
- Phones will be confiscated in the instances described above and only returned to the child's legal parent or guardian
- No responsibility will be taken by the school for phones lost or stolen



Fremantle Primary School

**** Please remember to use CMS strategies such as: eye contact, proximity, praise of other students, pause etc. in the first instance.**

PLAYGROUND BEHAVIOUR MANAGEMENT RECORD - TERM WEEK

| | | | BEHAVIOUR DISPLAY | | | | | | | | | | | CONSEQUENCE | | | | |
|------|------|------|------------------------------------|-----------------|-------------------------|--------------------------|-----------|------------------------------------|------------|----------|-------------------|----------------|---------------------------------|-------------|------------------------------|---------|-------------|-----------|
| Date | Name | Room | Running on paths, hard surfaces | Not wearing hat | Eating in wrong area | Playing in wrong area | Littering | Using equipment inappropriately | Rough Play | Swearing | Push, kick or hit | GOOD BEHAVIOUR | OTHER/NOTES (please specify) | Talk to | Accompany / ask to shadow | Sit out | Think Bench | Signature |
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Restorative Questions 1:

When things go wrong

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do make things right?

Restorative Questions 2:

When someone has been hurt

What did you think when you realised what had happened?

What impact has this incident had on you or others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?



Fremantle Primary School

TRACKING SHEET

Week _____

Term _____

| NAME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------|---------------|---------------|---------------|---------------|---------------|
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Teachers: These tracking sheets are for your records. When a student receives a warning, write the student's name on this tracking sheet. If a student breaks additional rules during that school day, circle or highlight each consequence on the appropriate box. Tracking sheets should be passed on to specialist teachers (in file). They will provide teachers with patterns of behaviour/wellbeing throughout a term.

Please remember to use CMS low level techniques (such as eye contact, pausing, praise of others, proximity, reminders of expectations etc.) in the first instance and through to the XX on sheet stage.

Code:
W. Warning

1. Name recorded on sheet
2. One X on sheet highlighted
3. Two XX on sheet highlighted

BC. Buddy class (to complete 'Thinking it Out' sheet before returning to class)

AD. Direct Admin referral (for serious breaches or non-compliance in Buddy Class).

Attachment I:

RELATED DOCUMENTS

RELEVANT LEGISLATION OR AUTHORITY

Disability Discrimination Act 1992 (Commonwealth)
Disability Standards for Education 2005
Equal Opportunity Act 1984 (WA)
School Education Act 1999 (WA)
School Education Regulations 2000 (WA)
State Records Act 2000 (WA)

RELATED DEPARTMENT POLICIES

Child Protection in Public Schools
Dress Codes for Students in Public Schools
Duty of Care for Students for Public Schools
Emergency and Critical Incident Management
Records Management
Risk and Business Continuity Management
Student Attendance in Public Schools
Students at Educational Risk in Public Schools
Students Online in Public Schools

OTHER DOCUMENTS

Complaints Management Toolkit
Effective Teaching
Emergency and Critical Incident Management Plan Template
Guidelines for Implementing Documented Plans in Public Schools
School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury
Homework Guidelines
Keeping Our Workplace Safe
Physical Contact with Students
Records Management Manual for School College and Campus Records
Talking with My School