



Wellbeing at McAuley Policy
Updated 2023

MISSION AND VALUES

Vision Statement

Catherine McAuley Catholic Primary School is a faith community that is inspired by the person and teachings of Jesus Christ. It respects the dignity of each member of the community and is committed to a quality Catholic education that develops students to their full potential.

Mission Statement

Inspired by Catherine McAuley's example, our school works in partnership with parents and Parish to nurture, proclaim and celebrate our Catholic faith and to meet the challenges and needs of our community.

The school works to develop the knowledge, skills and attitudes of students so that they achieve and make a positive contribution to our society.

Rationale

Our belief is that behaviour management is a shared responsibility of the whole school community to create a safe environment conducive to the academic, physical, social and emotional development of the child.

Aim:

To develop students who:

- know the behaviours and social skills that enable them to contribute positively to society.
- achieve success at school and in life.

- are resilient and have developed the skills and strategies required for current and future challenges.
- demonstrate values and attributes such as honesty, empathy, loyalty, responsibility and respect for others.

Statement of Purpose

Catherine McAuley Catholic Primary School strives to respect human dignity and provide a safe place where students create, share and learn. The Wellbeing at McAuley Policy is based on the School-wide Positive Behaviours for Learning (SPB4L) Framework. This framework provides support systems for all staff and students in our school, enabling quality social and academic competencies to be established and maintained.

SPB4L provides staff with a clear framework in promoting a positive, safe and supportive environment.

SPB4L offers support for all our students, in all school settings, all the time, including students with additional academic, pastoral or behavioural needs.

SPB4L provides all members of the school community with a consistent language and a common understanding of behaviour expectations in both classroom and non-classroom areas.

In conjunction with Restorative Justice (RJ) principles, there is a strong emphasis on prevention of problem behaviours, as well as provisions to teach and affirm pro-social behaviours.

Through whole school implementation of SPB4L, parents, teachers and children are provided with clear guidelines of expectations and procedures that establish and maintain a safe and supportive school environment.

Links to other Policies

This policy makes reference to, and is supported by the following Diocesan policies and guidelines:

- * Child Protection – Code of Conduct Policy
- * Australian Student Wellbeing Framework
- * Student Anti-Bullying Policy
- * Suspension, Expulsion and Exclusion of Students
- * Work, Health & Safety Committee
- * Pastoral Care and Wellbeing Strategy

This policy makes reference to, and is supported by the following school policies and guidelines:

- * Critical Incident Policy
- * Anti-bullying Plans and Procedure

School Rules

Based on our Vision and Mission statement and with input from students and staff, the following simple, yet effective school rules have been established underpinning who we are and what we do at Catherine McAuley:

Be Respectful
Be Responsible
Be Safe

- Being **respectful** means taking care of myself, and others in the world around us.
- Being **responsible** means making choices that positively impact on myself and others and the world around us.
- Being **safe** means making choices to protect myself, and others in our school environment and beyond.

See appendix 1: Behaviour Matrix

See appendix 2: Uniform Guidelines

Rights and Responsibilities

In order to promote a positive learning environment, based on dignity and respect, to ensure that all students can be successful learners, all students, staff and parents have rights and responsibilities.

Students have the right to:

Students have the responsibility to:

Be treated with respect and dignity in the community of Catherine McAuley	Treat others with respect and dignity
Feel safe within the school environment	Practice safe and supportive behaviours
Seek help to resolve problems related to bullying and/or harassment	Practice problem-solving skills
Be in an environment that supports their learning and enhances their knowledge and skills in resilience and relationship building	Develop positive relationships and become more resilient through the use of learned skills
Experience and live Catholic values and traditions	Practice Catholic values and traditions

Teachers have the right to:

Teachers have the responsibility to:

A supportive and safe and work environment	Build and maintain a safe and supportive work environment
Courtesy and support from the school community including colleagues, parents and students	Be supportive of, and to show courtesy towards, colleagues, community and students. Keeping parents informed about their children's progress, both academically and socially
Professional learning opportunities	Participate actively in professional learning opportunities

Expect Catholic values and ethos to be incorporated into all aspects of school life	incorporate Catholic values and ethos into all aspects of school life
Be treated with respect and dignity by students, parents and staff including on social media	Treat students, staff and parents with respect and dignity, teach and model expected behaviours, be consistent in following agreed practices in a professional manner.

Parents have the right to:

Parents have the responsibility to:

The best possible education, support and pastoral care for their children	Collaborate with the school to support and encourage their children for the best possible educational outcomes
Have their children instructed in the Catholic faith and to expect that Gospel Values permeate all aspects of their learning	Respect the teachings and live by the values of the Catholic Church by supporting school programs and parish-based activities
Be well-informed (and consulted) regarding policies, practices and procedures	Access and adhere to information provided by school regarding policies, practices and procedures
Believe that the best interests of their children's safety and well-being are paramount and supported by school-implemented processes	Support school-implemented processes that are established in the best interests of their children
Be treated with respect and dignity by students, other parents and staff	Treat students, other parents and staff with respect and dignity

Procedures and Routines

Systems have been developed to explicitly teach and practice established routines in all classroom and non-classroom settings. Procedures are understood and practiced by leadership, staff, and students. Parents are consulted and informed of these procedures and practices to enable them to support the school's behaviour expectations in a proactive manner through the newsletter, at Parent Information Sessions and via the school website.

On the playground, teachers use the principles of Active Supervision (move, scan, interact) to ensure the safety and wellbeing of students at play. Supervision is provided before school, during recess, lunch and after school.

With the support of the WAM team, teachers have explicitly taught a series of lessons modelling expected positive behaviours. These are complemented by teaching a Weekly WAM Focus which is introduced to the student body at the Whole School Assembly each Monday.

The expected and unacceptable behaviours are explicitly taught to students in class each day during the week. In order to maintain a high level of cooperation in the non-classroom and classroom settings staff remind all students of the school rules and agreed expected behaviours.

Positive Behaviour Expectations

To foster and affirm positive behaviours and in order for all staff, students and parents to develop a common understanding what constitutes a positive school climate staff will explicitly teach and practice the school rules and behaviour expectations with all students from the beginning of each year.

Time is also allocated for professional learning for all staff in reviewing SPB4L Systems, procedures and processes during Termly Staff Meetings. Support is also provided to all staff members including casual and beginning teachers who may be unfamiliar with the process through a staff induction facilitated by the Senior Leadership Team.

During each school term revisiting of the school rules occurs on a needs basis, using data to identify who needs to practice which skills.

Encouraging and affirming expected behaviours

In order to foster a positive school climate in which compliance receives more attention than noncompliance, all staff are encouraged and reminded to provide frequent, positive, genuine feedback to students who display desired behaviours (both social and academic) in a ratio of at least 4:1.

Reward systems based on the Vision and Mission statement of the school encourage and affirm positive behaviour in our students in a variety of ways.

General Learning Areas

Each teacher uses a reward system for their class designed to build a productive learning environment and positive classroom climate. Each week, whole school assemblies are held to acknowledge individual students with a Class Award. Three awards are given out per class at the School Assembly.

POSITIVE BEHAVIOUR LEVEL SYSTEM

Students will be rewarded for consistent positive behaviour.

Students will accumulate positive days (a day with no minor or major) to move up the levels. At each level each grade would have negotiated with the cohort to select a reward for each level.

Students will aim to reach McAuley Level by late Term 4.

Every child begins the school year on the Neutral Level.

Tracking of levels begins in Week 5 Term 1, to ensure all students have been given the opportunity to learn and revise the school expectations.

LEVEL	Number of positive days
Blue	15
Yellow	35
Orange	55
Green	75
Bronze	95
Silver	120
Gold	145
McAuley	170

See Attachment 3 - Positive Behaviour Level System

Dealing with Problematic Behaviours

Interventions for all, some and individual students.

Students may require different types of intervention delivered in different ways along an intervention continuum - from prevention to intensive support to best meet their needs. This follows on from the CEDB's Response to Intervention document.

The behaviour continuum includes interventions for:

- All students - creating a safe and respectful learning environment
- Some students - providing early intervention and targeted support for students at risk of developing negative behaviours
- A few students - supporting students with complex and challenging behaviour needs through intense, individual interventions



PREVENTATIVE INTERVENTION

Preventative interventions aim to establish and maintain safe, respectful learning and play environments for all students.

- This is a list of strategies that need to be implemented in the classroom to ensure a safe and learning environment.
- This is the responsibility of the teacher of that class.
- These strategies will help to prevent challenging behaviours appearing and lead to a better learning experience.
- It is an expectation that **ALL** staff will use some or all of these strategies.

Prevention Strategies - Classroom Management
Recognising student strengths and communicating positive behaviours
❖ Be Punctual - arrive to class on time
❖ Clear classroom expectations - poster displayed in each room and wet area
❖ Remind - Reteach - Reinforce - classroom expectations continual focus

❖ Proximity - to students who are causing concern
❖ Greet students - positive start to session
❖ Learning intentions are explicit, clear and followed eg. showing exemplars
❖ Non verbal reminders of classroom expectations
❖ Positive focus on learning rather than behaviour
❖ Lesson material appropriate and varied
❖ Task interspersal - variety of tasks to maintain interest
❖ Be organised - all required materials at hand - do not leave classroom
❖ Active Supervision - be aware of what your students are doing
❖ Positioning - students are the focus
❖ Knowledge of student learning profile- adjustments where necessary
❖ Explicit feedback
❖ Age appropriate language
❖ Know your students and how they learn
❖ Differentiation of learning activities
❖ Be professional in dress, language and boundaries
❖ Consistency in routine

EARLY INTERVENTION

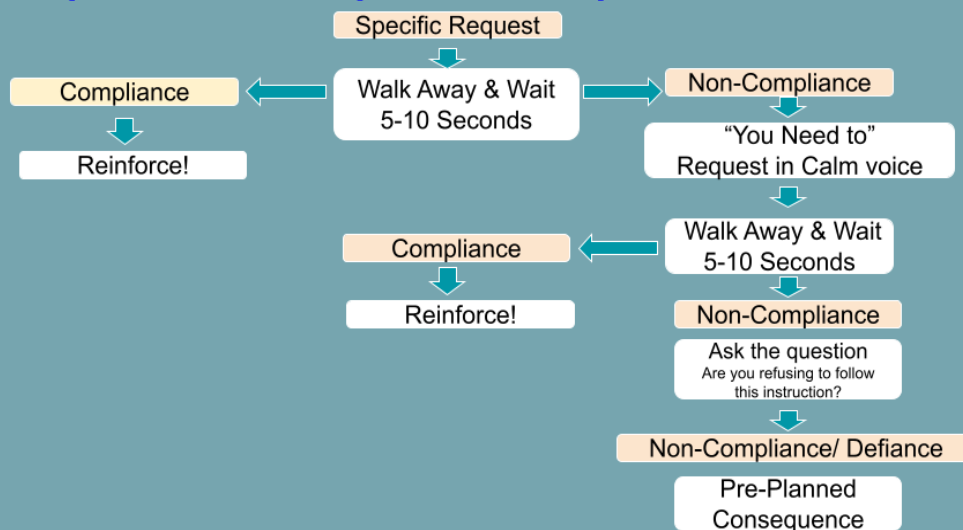
Early intervention approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed.

- When students ignore the preventative measures and continue to behave in an inappropriate manner, interventions need to be introduced.
- It is an expectation that **teachers implement strategies** and interventions into their classroom to ensure it is a safe and learning environment. This includes managing low level disruptive behaviour, such as being late to class, calling out, slow to comply, defiant and not completing classwork/homework.
- Once these strategies have been implemented and the behaviour continues then students will receive minor/major breaches as required.

Early Interventions- Classroom

- ★ Remind - Reteach - Reinforce sequence

Specific Request Sequence



- ★ Teacher - student conference: teacher talks to students after class to clearly state expectations and ask if there is anything they should know
- ★ Student name on board - 3 strike rule
- ★ Classroom Detention - teacher supervises students as they complete a reflection Sheet
- ★ Seating plan
- ★ Student learning profile reviewed - are there any concerns
- ★ Conference with previous teacher to identify a pattern of behaviour/strategies that worked.
- ★ Discussion with Learning Support
- ★ Discussion with Wellbeing Committee member
- ★ Initial phone call to parent/guardian - expressing learning concerns
- ★ The classroom teacher will issue a formal Warning Chronicle on Compass.

DISCIPLINE: MINOR & MAJOR BREACHES

If students break school expectations, the following Discipline process is put in place:

Warning

Teacher clearly identifies the issue so the student is aware of their Breach - students are given a warning by the teacher. The issuing teacher records this on Compass and tags the child's classroom teacher in the report.

Minor

If the student continues to break School expectations in this area, they are issued with a Minor. Issuing teacher records this on Compass and tags the student's classroom teacher in the report.

If a student breaks School expectations of a more serious nature (please see chart below), Teacher clearly identifies the issue so the student is aware of their Breach - students are then given a Minor. Teacher records this on Compass and tags the child's Classroom teacher in the report. They choose an appropriate consequence and record this on Compass.

Major

If a student breaks School expectations significantly (please see chart below), Teacher clearly identifies the issue so the student is aware of the Breach - students are then given a Major. Teacher records this on Compass and tags the child's classroom Teacher in the report. They choose an appropriate consequence and record this on Compass. The

Class Teacher is responsible for contacting the student's parents via email when a Major is issued.

Behaviour Levels

Students move up and down the Levels according to their behaviour. For positive behaviour, students move up the levels. If they receive Majors, this will delay moving up a Level. Should students drop to the lowest Levels and misbehaviour continues, the School will enact the CEBD Policy Documentation on Suspension, Expulsion and Exclusion of Students.

MAJOR and MINOR Behaviours

Major and Minor Behaviours have been divided into the following headings. An explanation of each area is given below. Principal or Assistant Principal discretion may be applied to the reception of Majors and Minors.

- Bullying and Harassment
- Defiance and Noncompliance
- Physical Aggression
- Property Misuse
- Disruptions
- Inappropriate Language

Yellow = Minor Breach

Red = Major Breach

BULLYING AND HARASSMENT	
MINOR Major if consistent over the term	
• Intentionally leaving another child out of play	
• Name calling/ostracising of another child at the school	
• Encouraging others to leave out a child from play	
• Dominating or intimidating others	
• Staring, laughing or chasing others to intimidate	
• Encouraging or daring others to participate in inappropriate behaviour	
MAJOR	
• Continued with any minor behaviours after early intervention strategies have been implemented.	
• Making unfriendly or rude comments to another person in the CMCPs community in an online environment.	

DEFIANCE AND NON COMPLIANCE	
MINOR Major if consistent over the term	
• Eye rolling at a teacher request.	
• Having a phone at school- not given to the front office.	
• Having chewing gum.	
• Deliberate littering of wrappers or food.	

<ul style="list-style-type: none"> • Writing/drawing/painting on the body.
<ul style="list-style-type: none"> • Out of bounds.
<p>Not wearing the school uniform correctly as per uniform guidelines. Eg:</p> <ul style="list-style-type: none"> -continuing to play without a hat - nail polish/acrylic nails -sport shorts/socks displaying brands - extreme hairstyles
MAJOR
<ul style="list-style-type: none"> • Leaving the classroom without permission.
<ul style="list-style-type: none"> • In the school building during breaks without permission.
<ul style="list-style-type: none"> • Refusal to follow a reasonable teacher direction.

PHYSICAL AGGRESSION
<p>MINOR Major if consistent over the term</p>
<ul style="list-style-type: none"> • Touching others when asked to stop.
<ul style="list-style-type: none"> • Pushing/shoving others
MAJOR
<ul style="list-style-type: none"> • Punching ** A punch directed at a child's head may result in immediate suspension.
<ul style="list-style-type: none"> • Kicking ** A kick directed at a child's head may result in immediate suspension.
<ul style="list-style-type: none"> • Tackling others
<ul style="list-style-type: none"> • Intentional pushing/shoving in an attempt to hurt others.

PROPERTY MISUSE	
MINOR Major if consistent over the term	
●	Touching or moving other people's bags or food.
●	Playing in the toilets.
●	Breaking tree limbs.
●	Leaving belongings on the playground.
●	Standing on chairs.
MAJOR	
●	Throwing, rolling, wetting or stuffing toilet paper down the toilets or on the toilet ceiling.
●	Graffiti on school property
●	Taking other people's property.
●	Breaking other people's/school property.

DISRUPTIONS	
MINOR Major if consistent over the term	
●	Interrupting the play of others in the playground.
●	Making inappropriate noises in class/corridors/assembly or in the church.
●	Calling out in learning areas.
●	Playing games in the wrong area.
●	Kicking balls away from others' games.
●	Late to class after the bell.
MAJOR	
●	Disruptive interjecting or arguing with students or teachers in

learning environments.

INAPPROPRIATE LANGUAGE	
MINOR Major if consistent over the term	
• Swearing	
• Yelling at others	
• Back chatting to teachers	
MAJOR	
• Swearing at someone.	
• Inappropriate talk- sex talk, racist taunts, name calling.	

- Students move up and down the Levels according to their behaviour. Students may drop back to the previous positive level or move on to the next higher level according to the guidelines in Attachment 3. Students always have the chance to move back up the Levels.
- Each year all students start on Neutral Level.

Attachment 1



Catherine McAuley Behaviour Matrix

<div>All School I will:</div> <div><div><div><div><div></div><div>report issues to the teacher straight away on duty.</div></div><div><div></div><div>stay in the allocated areas.</div></div><div><div></div><div>respond promptly to the bell.</div></div></div><div><div><div></div><div>be responsible for my own belongings.</div></div><div><div></div><div>label all belongings.</div></div><div><div></div><div>clean up the area I am using.</div></div><div><div></div><div>use gentle hands.</div></div></div><div><div><div></div><div>Be courteous and mindful of others.</div></div><div><div></div><div>follow the instructions of the teachers.</div></div><div><div></div><div>Respect the school equipment.</div></div><div><div></div><div>Not enter the building during recess/lunch.</div></div></div></div></div>											
UNIFORMS	ARRIVAL AT SCHOOL	AREA A	AREA B	AREA C	AREA D	AREA E	BUS LINES	ASSEMBLY (KENNA HALL)	TOILETS	CANTEEN	LIBRARY
I will:	I will:	I will:	I will:	I will:	I will:	I will:	I will:	I will:	I will:	I will:	I will:
<div>tuck my shirt in when the bell goes after play (Winter)</div> <div>put my jumper in my class tub if I take it off at play time.</div> <div>keep my hat on during play time (Summer)</div> <div>wear the correct uniform at all times.</div>	<div>walk directly to my waiting or play area.</div> <div>leave my bag in my designated area.</div> <div>greet people cheerfully.</div> <div>When the bell goes: Kinder will line up in class lines. Year 1-6 will move to classrooms</div>	<div><div><div></div><div>walk with my hat, lunch and water bottle to the lunch eating area.</div></div><div><div></div><div>sit on the seats to eat</div></div><div><div></div><div>not play with balls/toys when eating</div></div><div><div></div><div>clean up my area and put any rubbish in the bin.</div></div><div><div></div><div>wait for the teacher to dismiss me.</div></div><div><div></div><div>put my lunchbox in the tub before i play.</div></div><div><div></div><div>not kick the ball above head height.</div></div></div>	<div><div><div></div><div>not tackle others.</div></div><div><div></div><div>stay in my allocated area.</div></div><div><div></div><div>not swing on the soccer nets.</div></div><div><div></div><div>go feet first down the slide.</div></div><div><div></div><div>not hang upside down on the monkey bars.</div></div><div><div></div><div>not climb on top of the monkey bars.</div></div><div><div></div><div>I will go to the toilet, get a drink and line</div></div></div>	<div>walk sensibly and safely to lines.</div> <div>line up in my bus lines, according to the cones</div> <div>remain seated and listen for the teacher to call my bus</div> <div>walk behind the teacher to the bus</div> <div>remain behind the yellow line.</div>	<div>walk sensibly and safely in lines to the hall.</div> <div>sit in my designated area.</div> <div>show respect to the presenter by: eyes watching, ears listening, voices quiet, and body still.</div> <div>Mass/ Church</div> <div>I will:</div>	<div>wash my hands with soap for 20 seconds and dry my hands.</div> <div>be clean and hygienic.</div> <div>walk in the toilet area.</div> <div>respect the privacy of others.</div> <div>keep the toilets clean.</div>	<div>place my lunch order in the tub ready to go to the canteen by 9:15am</div> <div>will wait to be dismissed before moving to the canteen.</div> <div>line up in Infants line and Primary Line</div> <div>enter the area only if</div>	<div>walk when I am in the Library.</div> <div>line up at the Library door quietly.</div> <div>remember to use my manners - "please and thank you"</div> <div>wait for my turn.</div> <div>use a quiet</div>			

	quietly and safely.	<ul style="list-style-type: none"> play games approved by school. respond promptly to the whistle and bell. 					up/walk sensibly to my class as soon as the bell goes.	greet and thank the bus driver.	enter and exit the church calmly and quietly.	report problems to the teacher.	buying.	voice when entering and exiting.
MOVING AROUND THE CORRIDORS	LEAVING SCHOOL	only use the spinner if I am tall enough to reach it.	not play under the COLA if I am in Yr 2 or above.	not throw sand.	have no more than 3 people on the bridge at a time	have no more than 3 people on the bridge at a time		report problems to the bus driver or teacher.	remain quiet in the church.	avoid wasting resources.	only buy food for myself.	look after the books and equipment.
I will:	I will:	only one at a time on the spinner	Follow cricket net rules: -only one batter and one bowler in the nets at a time.	not use milk crates near the equipment.	slide down the slide from top to bottom	slide down the slide from top to bottom		not leave rubbish behind.	genuflect towards the tabernacle when entering/exiting.	use the toilet and leave.	remember to use my manners - "please and thank you"	put books in the correct place.
walk sensibly- not run	walk directly to the Hill St or Byng st exit gate and sit down until my parent/carer arrives.	take turns watch out for others and be aware of others	take turns on the flying fox.	not use milk crates to reach the equipment.	not use milk crates near the equipment.	only enter the chook pen area if a staff member is there.		not play with balls when waiting for my bus.	sit and kneel at appropriate times.	will flush the toilet.	wait my turn and line up sensibly.	
will move to the left when walking past other groups of people.	walk directly to bus lines or OSHC and wait patiently.	not take toys on the equipment	not use milk crates near the equipment.	not use milk crates to reach the equipment.	not use milk crates to reach the equipment.	keep out of the bushes and gardens		not use my phone when on bus lines.	take part in the Mass (singing, responses) and prayer.	will turn the taps off.	I think of what I am going to buy before lining up.	
go straight to the toilet and return to class.	enter my car from the kerb side only	not use milk crates near the equipment.	not use milk crates to reach the equipment.			not climb the trees				not play or eat in the toilet areas.	have my money ready.	bring my library bag.
	sit sensibly in year levels on the other side of the gate.	not throw sand.	not use milk crates to reach the equipment.							not take food in the toilets.	follow instructions from the teacher and the canteen staff.	

Attachment 2

School Uniform Guide 2023

Students at Catherine McAuley School are expected to be attired in the correct school uniform each day of the school year and present themselves in line with the school dress code. This code includes the following:

- Kindergarten to Year 6 students need to maintain their hair in an appropriate manner – styles must not be extreme and natural hair colour must not be varied in any way.
- For Health reasons, all students who choose to have hair longer than collar length or fringes over their eyes, must keep their hair tied up neatly and out of their eyes using the correct hair accessories. (please see the uniform list below).
- School shoes must be plain, black shoes designed for school wear. It is expected they will be regularly cleaned and maintained in a good state of repair.
- Joggers may be worn with the Sports Uniform on Sport days only.
- Jewellery is limited to a watch, (without online messaging capabilities) one small ring, and one set of stud earrings.
- Make-up and nail polish are not to be worn to school
- Name branded uniform items such as socks or shorts are not permitted.
- School hats are to be worn at Recess and Lunch on the playground each day during Terms 1 & 4.
- Students are encouraged to apply sunscreen before they come to school in Terms 1 & 4.
- School bags are available for purchase and are the preferred bag for use, as they identify our students as McAuley students.

Uniform Requirements:

BOYS UNIFORM

GIRLS UNIFORM

<p><i>Summer Uniform</i></p> <p>Grey Shorts (school type, not cargo or corduroy)</p> <p>Blue shirt</p> <p>Grey socks - above the ankle</p> <p>Plain, black shoes designed for school wear (not canvas)</p> <p>Navy School hat</p>	<p><i>Summer Uniform</i></p> <p>Pink check dress with V collar and button front</p> <p>White socks - above the ankle</p> <p>Plain, black shoes designed for school wear (not canvas)</p> <p>Navy School hat</p>
<p><i>Winter Uniform</i></p> <p>Long grey worsted/serge trousers</p> <p>Blue shirt</p> <p>Striped School tie</p>	<p><i>Winter Uniform</i></p> <p>Maroon tunic or slacks</p> <p>White shirt</p> <p>Striped School tie</p>

Grey woollen jumper with V stripes in school colours Grey socks above the ankle Plain, black shoes designed for school wear (not canvas) Navy blue beanie, scarf and jacket	Maroon woollen jumper Stockings or white socks above the ankle Plain, black shoes designed for school wear (not canvas) Navy blue beanie, scarf and jacket
<i>Sports Uniform</i> School navy sports shorts Light blue polo shirt with school logo and name - long sleeve option for winter White socks above the ankle School navy tracksuit with diagonal stripes on both sleeves and right leg Sports shoes / joggers School hat	<i>Sports Uniform</i> School navy sports shorts Light blue polo shirt with school logo and name - long sleeve option for winter White socks above the ankle School navy tracksuit with diagonal stripes on both sleeves and right leg Sports shoes / joggers School hat

Uniform requirements can be purchased from:

Orange Clothing Manufacturers, 4 McNamara St, Orange

Kingfisher School Gear, 151 Summer Street,

Orange Lowes, Orange Central Shopping Centre 131 / 222 Summer St

Clothing Pool at School for 2nd hand clothing at a reduced cost

A School Bag with the School name is also available from the Front Office

HATS

The wearing of a hat within the school grounds and during all outside school activities is compulsory. We have an appropriately designed hat as part of our school uniform. Caps are not permitted. If a child does not have a hat they are to play in the shade. It is advised to cut off the cord of the hat.

Attachment 3

POSITIVE BEHAVIOUR LEVELS

- For each minor I will lose one positive day.
- For each major I will lose 10 positive days.
My teacher will email my parents for each Major I receive.

What happens at each level?	Positive Days
----McAULEY LEVEL----	170
McAuley Rewards: Principal Rewards TBA	
GOLD LEVEL	145
Gold Rewards: Gold band	
SILVER LEVEL	120
Silver Rewards: Silver band	
BRONZE LEVEL	95
Bronze Rewards: Bronze band	

GREEN LEVEL	75
Green Rewards: Green band I will receive an “I am Safe” pencil.	
ORANGE LEVEL	55
Orange Rewards: Orange band I will receive an “I am Respectful” pencil.	
YELLOW LEVEL	35
Yellow Reward: Yellow band I will receive an “I am Responsible” pencil.	
BLUE LEVEL	15
Blue Reward: Blue band	
NEUTRAL -We all start here!	0
LEVEL 1	
<i>* Principal discretion at all levels of intervention</i>	
Consequences:	

- I will spend time in the reflection room.
- I will have a meeting with my teacher and wellbeing coordinator about my behaviour.
- My parents will be contacted.
- Behaviour Management Plan with Wellbeing Coordinators/Teacher
- Continued breaches results in moving to Level 2.

LEVEL 2

Consequences:

- I will spend time in the reflection room with the Wellbeing Coordinator.
- I will have a meeting with the Assistant Principal and wellbeing coordinator. The AP will call my parents.
- I will get a 5 day Yellow Check In/Check Out Card that my parents will sign each night.
- Continued breaches results in moving to Level 3.

LEVEL 3

Consequences:

- My parents and I will have an Interview with the Assistant Principal and wellbeing coordinator.
- I will spend a significant amount of time in the Reflection Room with the Assistant Principal. I will do my school work with the Assistant Principal.
- I will get a 10 day Orange Check In/Check Out Card.
- I will have to do Community Service within the school.
- I will not be able to represent the school in off site activities.
- Continued breaches results in moving to Level 4.

LEVEL 4

Consequences:

- I will get a 5 day Red Check In/Check Out Card.
- The Principal and Assistant Principal meet my parents for a meeting.
- I will have a period of suspension from school.