

## Empire Bay Public School Behaviour Support and Management Plan

### Overview

Empire Bay Public School is dedicated to fostering a positive and supportive environment by explicitly teaching and modelling constructive behaviours to ensure all students are actively engaged in their learning journey.

Our vision is to inspire every child to contribute positively to the school community and beyond, emphasising excellence, opportunity, and success for every student, every day. We are committed to cultivating safe, respectful learners within a nurturing and inclusive learning community.

Our approach is grounded in principles of positive behaviour support, trauma-informed practices, inclusive education, and social-emotional learning. We uphold high expectations for student behaviour through purposeful role modelling, explicit instruction, and thoughtfully planned responses. Positive Behaviour for Learning (PBL) plays an integral part in reinforcing positive behaviours to foster respectful, responsible, and engaged learners.

Empire Bay Public School does not tolerate any form of bullying, including online (cyber) bullying, by fostering a safe, inclusive, and respectful learning environment that prioritises student well-being. Our staff are dedicated to implementing evidence-based strategies that nurture a positive school climate where bullying is less likely to occur.

Every member of our school community plays a vital role in cultivating a welcoming culture that celebrates diversity and promotes positive relationships. A cornerstone of this supportive environment is the development of respectful relationships and a shared understanding that bullying, in any form, is unacceptable. School staff take proactive and responsive actions to address bullying behaviour, ensuring a safe and supportive environment for all.

### Partnership with parents and carers

Empire Bay Public School collaborates with parents and carers to establish clear expectations for student engagement and to develop and implement effective behaviour management and anti-bullying strategies. This partnership is fostered through:

Seeking feedback from parents, carers, and students via formal and informal channels, including community surveys, school surveys, consultations with the P&C, and the local AECG.

Utilising feedback from community concerns to evaluate and enhance school systems, practices, and data.

The school communicates these expectations to parents and carers through the newsletter, portal and the school's Facebook page. By proactively building strong, collaborative relationships with families and the wider community, we create a shared understanding of how to support student learning, safety, and well-being.

This collaborative approach ensures that all stakeholders work together to create a positive, inclusive environment where every student can thrive academically, socially, and emotionally.

## School-wide expectations and rules

Empire Bay Public School has the following school-wide expectations and rules: (See Appendix One for more details)

Expectation - Respectful	Expectations - Responsible	Expectation - Safe
Follow teacher's direction	Take care of all your belongings	Keep your hands and feet to yourself
Listen while others are speaking	Be on time	Walk around all school settings

### Working to correct behaviours in the classroom:

Green Level: 'You are on task'. First verbal reminder to remain with name on green for minor incident.

Yellow Level: If behaviour has not been corrected, name will be moved to 'time to change', further restorative strategies to be applied.

Red Level: If behaviour still has not been corrected, students will move their name to 'time to stop and think' and will receive logical consequence as per the behaviour consistency guide. Teacher to record behaviour on Sentral to track.

### Rewards:

A whole-school reward system is in place in the form of 'Reggie Rewards'. EBPS reward system is an ongoing structure that extends from free and frequent, to intermittent, to strong and long.

#### Free and frequent:

- Stickers and points for K-2
- House points for 3-6
- Playground tokens to win a free lunch order.
- Quality work to share with the principal.

#### Intermittent:

- Assembly awards for learner of the week.
- Classroom social/free time for consistent positive behaviour weekly or fortnightly.

#### Strong and Long

- Students that have remained on green (you're on task) or yellow (time to think and change) consistently for 10 weeks qualify to attend Reggie Rewards sessions held in week 10 of each term.
- Term 1: no major incidents = Bronze Reggie ribbon.
- Term 2: no major incidents = Silver Reggie ribbon. Bronze available to those that did not receive bronze last term.
- Term 3: no major incidents = Gold Reggie ribbon. Bronze and silver available to those that did not receive bronze or silver last term.
- Term 4: no major incidents = Platinum pin. Bronze, silver, and gold available to those that did not receive bronze, silver or gold last term.

Empire Bay PS uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

### **PBL Lessons**

EBPS promotes and reinforces positive behaviour and expectations through the Positive Behaviour for Learning (PBL) program created by the PBL team. This program spans over four terms and systematically focus' on various school areas and values that have been determined by the PBL team and our P&C. The weekly focus of each lesson is shared with the community through the school's social media page. This program consists of weekly lessons that highlight consistent expectations aligning with the behaviour consistency guide, and the reinforcement of whole school rewards systems. EBPS rewards system is an ongoing structure that promotes consistency in expectations and rewards for maintaining positive learning environments.

### **Zones of Regulations**

The Zones of Regulation (ZOR) framework is implemented within the schools PBL lessons, which aims to develop awareness of individual feelings, energy and alertness while exploring a range of strategies for regulating emotions and behaviours. Coinciding with the school's rules and expectations, ZOR are applied to restorative practices for preventing escalating behaviours.

### **Inclusive and equitable**

To ensure support and management embed inclusive and equitable practice for all students and their needs, an alternative program is implemented for consistent minor or major behaviours. 'Civic Engagement' is a system that has been implemented to promote smaller teacher to student ratio for reflection of behaviour and wellbeing of the student. Through applying themselves to give back to the school, these students conduct valuable physical activities while discussing behaviour in a non-confrontational manner. The aim is to provide a safe place to reflect on reasons for behaviour and discuss strategies for correcting these while building on their self-worth and wellbeing by giving back to the community. Furthermore, accommodations are made for specific students with individualised needs in the form of management plans that sit alongside the behaviour consistency guide as a separate plan. Management plans are created by teachers, parent/caregivers, assistant principals, and any other relevant professionals. These are presented and provided to all staff members.

## **Behaviour Code for Students**

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

## Whole school approach across the care continuum

Our school integrates student well-being and positive behaviour strategies into practices across the care continuum, fostering positive behaviour and addressing behaviours of concern, including bullying and cyberbullying.

These strategies are grounded in evidence-based, effective classroom practices that establish a foundation for active engagement and respectful relationships. Key practices include:

- Clearly stating and explicitly teaching classroom expectations.
- Establishing predictable routines and procedures that are clearly communicated to students.
- Reinforcing expected behaviour through positive feedback and recognition.
- Addressing inappropriate behaviour promptly and effectively.
- Actively supervising students to promote a safe and supportive environment.
- Maximising opportunities for student engagement in learning activities.
- Delivering thoughtfully sequenced, engaging lessons that include options for student choice.
- Differentiating content and tasks to meet the diverse needs of all learners.

The care continuum at our school ensures a holistic approach to supporting students by emphasising prevention, early intervention, and individualised responses. This approach includes proactive strategies to build a positive school culture, responsive measures to address emerging concerns effectively, and restorative practices to rebuild relationships and foster accountability.

By addressing students' academic, social, and emotional needs, the care continuum creates an inclusive environment where every student feels valued, supported, and empowered to succeed.

Care Continuum	Strategy or Program	Details	Audience
<b>Prevention</b>	PBL Whole Staff PL Worry Woos SistaSpeak Structured Play Buddy Bench Playground Zones Learner Dispositions Peer Support	Weekly targeted lessons K – 6 For targeted programs Stage One targeted lessons First Nation students Rostered playground support Social support strategy Environment Weekly targeted lessons K - 6 K – 6 scripted program	Whole School Staff including casuals Stage One Identified students  Self-nominated Whole School  Whole school
<b>Early Intervention</b>	Zones of Regulation Parent Communication Social Skills Program  Social Stories Brain breaks	Restorative approach Working collaboratively with families Dependent on specific situations Individualised visual support Where needed, physical break	Identified students Parent/teacher  Individualised

Care Continuum	Strategy or Program	Details	Audience
<b>Targeted</b>	School Counsellor	Specialised programs as required eg. Resilience, anxiety	Whole school communication for consistency
	SLSO (disability funding)	Timetabled support	Student, staff, parents and outside agencies
	LAST	Pre school to Kindergarten and 6 – 7	Students with specific needs
	Transition Programs	Whole school aimed at supporting students with anxiety	
	Intra-transition	As required	
	Delivery Support – Wellbeing and APLAS External Support		
<b>Individual</b>	Individual Student Support Plan WHS Plans	Strategies to assist students manage their behaviour for learning and wellbeing	Whole school communication for consistency
	School Counsellor	Counselling, assessment, report writing, consultation	Student, staff, parents and outside agencies
	SLSO (IFS)	Timetabled support	Students with specific needs

## Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

### Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern refers to challenging, complex, or unsafe behaviour that requires persistent and intensive interventions. It does not include low-level inappropriate behaviour or actions that are developmentally appropriate. Bullying behaviour involves the intentional misuse of power within a relationship, is ongoing and repeated, and has the potential to cause harm.

At Empire Bay Public School, staff identify inappropriate behaviours and behaviours of concern, including bullying and cyberbullying, through various means, such as:

- Observing a student’s behaviours, interactions, verbal communication, or work (e.g., written materials, performances, or artworks).
- Receiving a disclosure of previously unknown information, whether newly revealed or kept secret.
- Addressing concerns raised by a parent, community member, or external agency.

Students and parents are encouraged to report bullying to any staff member. NSW public school principals have the authority to take disciplinary action for behaviours occurring outside school hours or off school premises, including incidents of cyberbullying. Students affected by bullying will be offered appropriate support, such as access to school counselling services.

Responses to behaviours of concern apply to actions that occur:

- On school grounds.
- While travelling to and from school.
- During school-endorsed activities held off-site.
- Outside school hours and premises when there is a direct connection between the school and the student’s conduct.
- Through the use of social media, mobile devices, or other technology involving another student or staff member.

**Preventing and responding to behaviours of concern**

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. (See Appendix Two)

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.

Corrective responses are recorded on Sentral. These include:

Classroom	Non-classroom setting
<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• seat change</li> <li>• stay in at break to discuss/ complete work</li> <li>• conference</li> <li>• planning room, reflection and restorative practices</li> <li>• communication with parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• rule reminder</li> <li>• re-direct</li> <li>• offer choice</li> <li>• error correction</li> <li>• prompts</li> <li>• reteach</li> <li>• play or playground re-direction</li> <li>• walk with teacher</li> <li>• planning room, reflection and restorative practices</li> <li>• Civic Engagement</li> <li>• communication with parent/carer.</li> </ul>

At Empire Bay Public School, staff model, explicitly teach, acknowledge, and reinforce positive student behaviour and behavioural expectations. PBL and Zones of Regulation provide evidence-based strategies that teachers use daily to promote self-regulation, reduce impulsivity, enhance focus, and strengthen peer relationships.

We recognise that students are motivated in different ways, depending on their age and individual preferences. Younger students may be more responsive to adult attention, while older students often value peer recognition, engaging activities, privileges, or increased independence.

When learning new skills, students benefit from immediate and frequent reinforcement. As they gain proficiency, they respond well to intermittent and long-term reinforcement, helping them sustain their positive social behaviour over time.

Providing specific verbal and non-verbal positive feedback is one of the most effective methods to:

- Help both adults and students focus on positive social behaviours.
- Increase the likelihood that students will continue using expected behaviours and skills.
- Reduce unexpected behaviours and minimise the need for corrective actions.
- Boost self-esteem and foster an internal sense of control.

Prevention	Early Intervention	Targeted/Individualised
<p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p> <p>1. Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>Responses to minor inappropriate behaviour are teacher managed.</p> <p>1. Refer to school-wide expectations and/or emotional regulation visuals and/or supports so that the student can self-regulate.</p>	<p>Responses to behaviours of concern are executive managed</p> <p>1. Contact office to seek help from executive straight away if there is a risk. Otherwise notify student's stage supervisor or executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses including proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p>	<p>2. Executive/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Tangible reinforcers include those that are: free and frequent moderate and intermittent significant and infrequent intermittent and infrequent reinforcers are recorded on Sentral</p>	<p>3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before low-level consequence is applied.</p>	<p>3. Executive collects information and reviews the incident from multiple perspectives to determine next steps. Executive to record incident on Sentral and contact parent/carer by email or phone. Executive/principal may consider further action e.g., formal caution or suspension.</p>
<p>4. Social emotional learning lessons are taught weekly through PBL.</p>	<p>4. Teacher records on Sentral by the end of the school day. Monitor and inform family if repeated. For some incidents, referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator.</p>	<p>4. Refer to the school's Learning and Support Team considering current and previous behaviour data. Other actions may include completing a risk assessment and/or collaboratively developing a behaviour support/response plan.</p>
<p>Teacher/parent contact</p> <p>Teacher contact through the parent portal or phone calls home are used to communicate student effort to meet expectations. Recognition awards for positive individual and class behaviour are given at fortnightly school assemblies.</p>	<p>Teacher/parent contact</p> <p>Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.</p>	<p>Teacher/parent contact</p> <p>Parent/carer contact is made by school executive to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.</p>



## Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- planning room, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting) with all involved parties
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

- Responses to all behaviours of concern apply to student behaviour that occurs:
  - at school
  - on the way to and from school
  - on school-endorsed activities that are off-site
  - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
  - when using social media, mobile devices and/or other technology involving another student or staff member.

## Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

## Planning room, reflection and restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

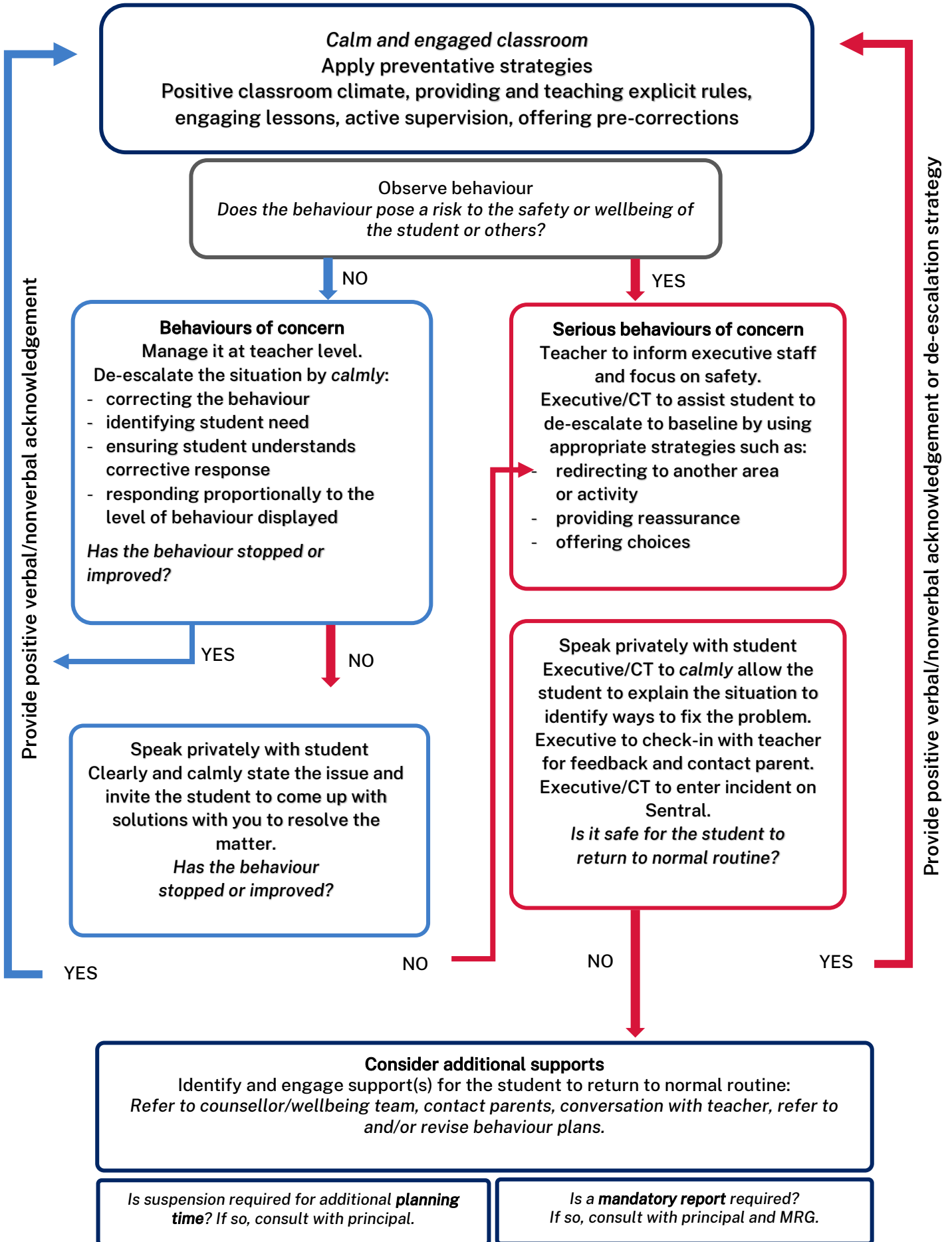
Strategy	When and how long?	Who coordinates?	How are these recorded?
<b>Planning Room</b> A structured debriefing and planning after a crisis event or behaviour of concern with an individual student (reflection)	As needed, lunch time 30mins	Executive	Sentral
<b>Civic Engagement</b> An alternative plan used as community service within the school's outdoor areas as a debriefing option	As needed, preferred option, lunch time 30mins	Executive	Sentral
<b>Conferencing/Discussion Room</b> For minor incidences which require a short discussion	Lunch time, 10mins	Classroom teacher	NA

### Review dates

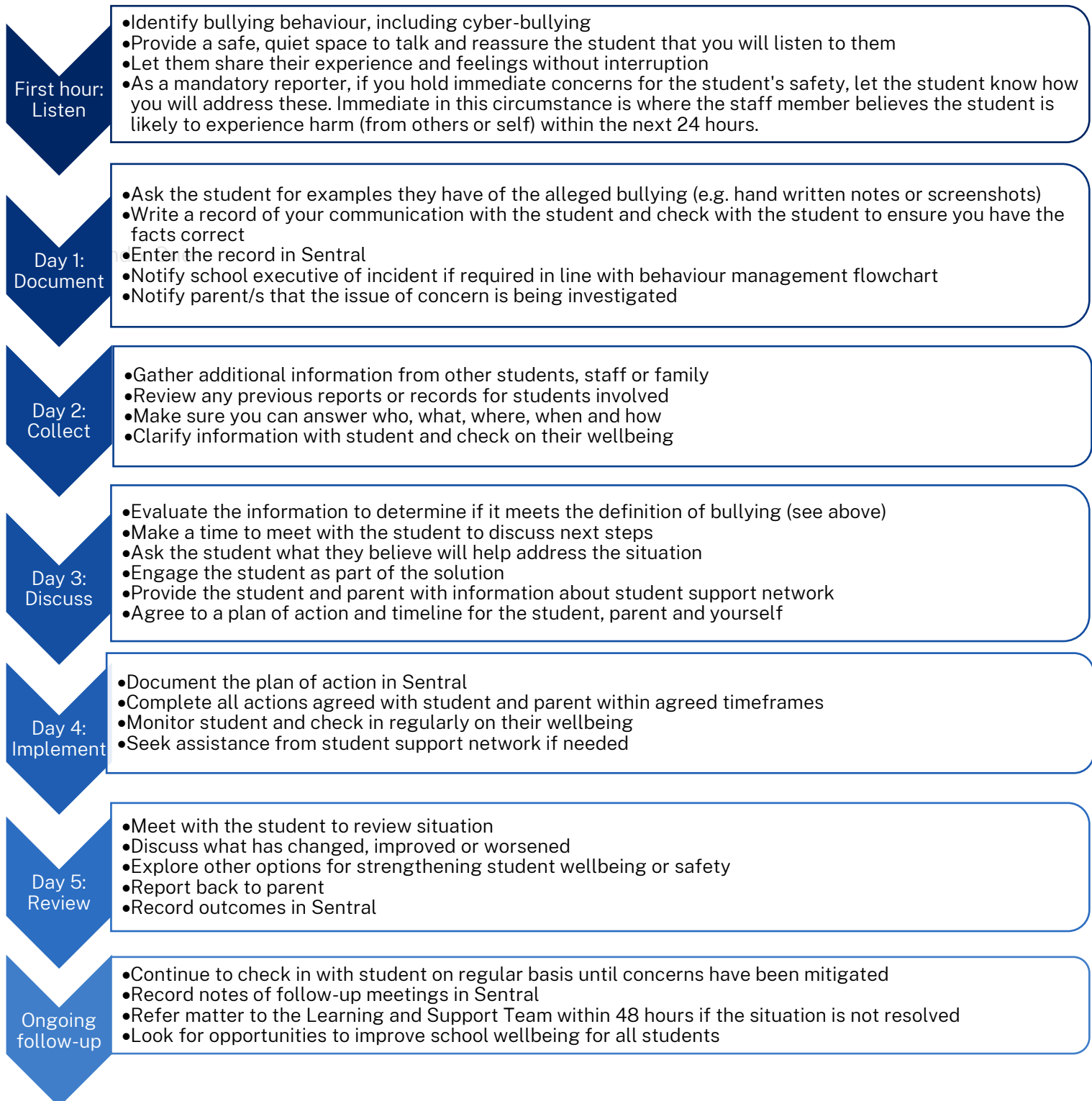
Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

**Behaviour management flowchart**



## Bullying Response Flowchart



Appendix One



## Universal Behaviour Matrix - Empire Bay Public School

	All Settings	Classroom	Playground	Transitions	Library	Bus Lines	Toilets	Eating Time	Computer Room	Canteen/ Bubblers	In Assembly/ Kids Shed	Anti-Bullying
<b>We are SAFE</b>	Walk on concrete and in classrooms  Keep your hands and feet to yourself	Use/ carry equipment correctly  Sit properly on chairs  Keep areas tidy	Stay in bounds  Sit down while eating  Use play equipment properly	Watch where you are going  Stay with your teacher  Go with a buddy	Line up in lines  Use equipment, computers and seating safely	Sit in your correct bus and stage line  Keep away from road when boarding	One person at a time  Open and close doors carefully  Report any accidents	Sit down while eating  Eat your own food  Drink plenty of water	Line up before entering  Keep food and drink away	Leave a space between you and the person in front	Keep the aisle free  Sit with your class  Use utensils safely	Walk away  Ask for help
<b>We are RESPECTFUL</b>	Follow teacher's instruction  Include others  Listen when others are speaking	Use your manners  Support and encourage your classmates	Put all rubbish in the appropriate bins  Play fairly, according to the game rules	Stay to the left of the path  Use a quiet voice	Use your manners  Support and encourage your classmates	Use a quiet voice  Greet and say thank you to the bus driver  Take your hat off and no eating.	Wait your turn  Leave toilets clean and tidy  Allow privacy	Use a quiet voice  Put your hand up if you require the teacher's attention	Take turns when working with a partner  Use a quiet voice	Line up  Wait your turn  Use your manners when ordering	Participate and respond when needed  Sit and stand quietly  Take pride	Understand how others might be feeling  Say No to bullying
<b>We are RESPONSIBLE</b>	Do your best  Take care of your belongings  Be on time	Have equipment ready  Take pride in your work	Wait for the teacher on duty before playing  Wait your turn at the canteen	Go directly to where you need to be  Set an example for others	Return borrowed books  Put items away where they belong	Sit in the correct lines  Ask to go to the toilet  Have opal card ready	Wash your hands with soap  Return promptly to class  Be water wise	Place all belongings back in your bag  Put all rubbish in the bin	Use the internet as directed by your teacher  Log off and tidy area before exiting	Turn the bubbler off when finished  Use water for drinking only	Enter and exit the hall quietly  Listen to all messages and clap for friends  Leave kids shed tidy	Report any bullying you see  Be an up stander

Appendix Two

**2024-2025 School-wide Consistency Guide**

<p><b>Physical Violence</b></p> <ul style="list-style-type: none"> <li>Grabbing at body/clothing</li> <li>Shoving</li> <li>Some intention to connect/provoke a response</li> <li>Striking/Pursuing to strike or kicking</li> <li>Intentional spitting, biting</li> <li>Physical retaliation</li> <li>Engaging in physical harassment that may pose risk or has caused physical, psychological or emotional harm to others.</li> </ul>	<p><b>Arguing / Defiance</b></p> <ul style="list-style-type: none"> <li>Indistinct mutterings</li> <li>Low level negative comment</li> <li>Lack of respect in tone, insolent but complies</li> <li>Continual lack of respect in tone or 'backchat'</li> <li>Verbally aggressive</li> <li>Continued/persistent disobedience and/or disruptive behaviour</li> <li>Verbal Abuse to invoke fear</li> </ul>	<p><b>Harassment / Discrimination</b></p> <ul style="list-style-type: none"> <li>Put-down</li> <li>Provoking a response E.g. throwing something</li> <li>Pressuring others to give money or buy something from the canteen.</li> <li>Being a by-stander</li> <li>Continual put-down</li> <li>Continual aggressive talk</li> <li>Threatening harm to others.</li> <li>Bullying - seek to harm, intimidate, or coerce another, including cyberbullying.</li> <li>Discrimination, including that on race, religion, disability and gender identity.</li> </ul>
<p><b>Failing to follow instructions</b></p> <ul style="list-style-type: none"> <li>Intentional distraction from request</li> <li>Not wearing a hat</li> <li>Half completion of task/request</li> <li>Disrupting learning</li> <li>Refusing completion of request</li> <li>Removal of self without compliance, walking away</li> </ul>	<p><b>Not caring for Property/Littering</b></p> <ul style="list-style-type: none"> <li>Accidental breakage of an item or dropping of litter</li> <li>Sharing of food</li> <li>Accidental breakage through careless use or intentionally dropping litter</li> <li>Intentional damage</li> <li>Refusal to pick up dropped litter</li> <li>Graffiti/ Vandalism</li> </ul>	<p><b>Swearing/ Inappropriate Language</b></p> <ul style="list-style-type: none"> <li>Low level swearing/ shouting</li> <li>Swearing amongst peers/inappropriate gesture</li> <li>Inappropriate noise/ language towards others</li> <li>Swearing directed aggressively at others</li> <li>Continual inappropriate noise/ language</li> </ul>
<p><b>Aggressive Play</b></p> <ul style="list-style-type: none"> <li>Careless contact in allowed game</li> <li>Pushing/ shoving in allowed game. E.g. Rough play</li> <li>Tackling/ striking in allowed game</li> <li>Playing a banned or inappropriate game, including a game that a teacher has asked you to stop</li> <li>Using an implement as a weapon</li> <li>Seriously threatening or engaging in physically violent behaviour</li> </ul>	<p><b>Inappropriate Use of Equipment</b></p> <ul style="list-style-type: none"> <li>Careless use of technology or equipment in class</li> <li>Persistent inappropriate use of technology or equipment/ graffiti</li> <li>Phones/ smart watches not handed in</li> <li>Device/technology used outside of class-time</li> <li>Intentional destructive use of equipment (school property including toilets)</li> <li>Taking photos of others</li> <li>Continual misuse of technology</li> <li>Continued sustained defiance in using technology</li> <li>Posting photos taken at school and on bus online without permission.</li> </ul>	<p><b>Out of Bounds</b></p> <ul style="list-style-type: none"> <li>Careless wandering or sitting</li> <li>In O.O.B area</li> <li>Deliberate presence in O.O.B area</li> <li>Repeatedly not in the right place at the right time</li> </ul> <p><b>Bus Behaviour</b> Aligns with appropriate consequences in accordance with the PBL Consistency Guide.</p> <ul style="list-style-type: none"> <li>Carelessly wandering when meant to be sitting</li> <li>Not having hat and balls in school bag</li> <li>Eating food in the bus lines</li> <li>Refusing to sit on the silver seats in bus lines</li> <li>Using technology on bus in an inappropriate manner.</li> </ul>
<p><b>Classroom Attendance</b></p> <ul style="list-style-type: none"> <li>Late to class after recess or lunch break without reason or note.</li> <li>Out of class without permission</li> <li>Repeated lateness or leaving class</li> <li>Persistent infractions of above.</li> </ul>	<p><b>Possession of Banned Item</b></p> <ul style="list-style-type: none"> <li>Banned item – teacher to remove or discard item (e.g. chewing gum)</li> <li>The use of a banned item.</li> <li>The possession or use of a dangerous or harmful item.</li> <li>Intentional use of item in a damaging way</li> <li>Intentionally going through other's property</li> <li>Malicious damage to, or theft of property.</li> <li>Being in possession of an illegal substance.</li> </ul>	<p><b>Key</b></p> <p><b>GREEN</b> = a verbal warning is given to student – no recording</p> <p><b>BLUE</b> = Logical related consequence given by teacher (if recorded use 'Minor Behaviour')</p> <p><b>RED</b> = Referral to Planning room for further discussion and guidance (Record as 'Major Behaviour')</p> <p><b>PURPLE</b> = Formal Caution for suspension or possible automatic suspension.</p>
<p><b>*** Please notify relevant teachers if a consequence has been given *** Turnover for restorative questions</b></p>		