

# Campbellfield Heights Primary School

**VALUES:** Respect, Responsibility, Safety and Success



Thursday 11<sup>th</sup> October 2018

Term 3, Number 31

**Website:**

[www.chps5034.vic.edu.au](http://www.chps5034.vic.edu.au)

**Facebook Page**

<https://www.facebook.com/campbellfieldheights>

**Flexibuzz**

<http://www.flexibuzz.com.au>

**School Phone Number:**

9359 5502

**School email:**

[campbellfield.heights.ps@edumail.vic.gov.au](mailto:campbellfield.heights.ps@edumail.vic.gov.au)

**Term 4 DATES**

Monday 8<sup>th</sup> October – Friday 21<sup>st</sup> December

**WEEK 1**

Friday 12 <sup>th</sup> October	Canteen Open
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**TERM 4 WEEK 2**

Monday 15 <sup>th</sup> October	Canteen Open
Tuesday 16 <sup>th</sup> October	Breakfast Club 8:15 am
Wednesday 17 <sup>th</sup> October	Breakfast Club 8:15 am
Thursday 18 <sup>th</sup> October	Breakfast Club 8:15 am
Friday 19 <sup>th</sup> October	Canteen Open Prep 2019 – Transition 1 – 9:00 – 10:00 am



School SunSmart Bucket hats can be purchased from the office for \$10.00

Hats should be left at school in lockers.

Dear parents,



**Welcome to Term 4**

It was great to see all the students smiling faces on Monday. I hope you all had a great holiday. I really enjoyed my trip to the States with my family. Disneyland was a highlight along with beach time in Honolulu.

This will be a very very busy term. Please remember to check your child's diary and the weekly newsletter for the most

current information. The newsletter is posted on Flexibuzz and on our website. See addresses in the left column.

**CARPARK WORKS**

Work began over the holidays to have both carparks asphalted. This work will carry on through Term 4. Please be aware that there will be an increase in cars parked on the street due to staff not having access to these carparks.

Although this may cause a bit of disruption or a slightly longer distance for your child to get to the gates please follow road and parking rules at all times. **Our students' safety is paramount!** Stopping on school crossings to let your children out of the car or stopping in 'No Standing' areas is extremely dangerous as it causes blind spots for other drivers.

**Reflection Room**

If students partake in repeated moderate behaviours or major behaviours (see next page) one of the consequence can be to spend the 20 minutes in the library, the first half of lunch, with Jo or Susie. They will be asked to fill in a reflection sheet. They will discuss their behaviour and how they could have resolved the issue. The student will also spend quiet time listening to mindfulness music. A note will be sent home informing parents. Parent are asked to sign the note, discuss the behaviour with their child and send it back the next day.

Gotcha Cards will be given for following the values by behaving in an appropriate manner.

Regards Jo

Staff Managed Behaviours		Admin Managed Behaviours
Minor	Moderate	Major
<p>Staff member deals with situation Discuss (refer to Values/Matrix) with student and give appropriate consequences</p>	<p>Staff member deals with situation Discuss (refer to Values/Matrix) away from other students and give appropriate consequences All incidences to be recorded on GradeXpert by staff member Note sent home to inform parent</p>	<p>Students referred to Admin/Principal Class Discuss (refer to Values/Matrix) away from other students and give appropriate consequences All incidences to be recorded on GradeXpert by Principal, Assistant Principal or Student Engagement and Wellbeing Leader Note or phone call home to inform parent</p>
<ul style="list-style-type: none"> <li>- Acting in a disrespectful manner to another student (yelling, rolling eyes, negative body language, not including swearing)</li> <li>- Annoying, following, mimicking or making faces</li> <li>- Calling out</li> <li>- Disturbing/distracting others</li> <li>- Dropping rubbish</li> <li>- Eating in the wrong area</li> <li>- Inside without permission</li> <li>- Interfering with others' game</li> <li>- Late to class</li> <li>- Low level teasing</li> <li>- Not following instructions</li> <li>- Not wearing a hat</li> <li>- Not wearing school uniform</li> <li>- Playing out of bounds</li> <li>- Running in the buildings</li> <li>- Spitting (not on another person)</li> <li>- Swearing to self or in conversation (game etc.)</li> <li>- Talking in class during quiet time</li> <li>- Talking over someone</li> <li>- Unsafe with equipment- nothing damaged and no one hurt</li> <li>- Vandalism- minor level i.e. book doodling</li> </ul>	<ul style="list-style-type: none"> <li>- Acting in a disrespectful manner to staff (yelling, rolling eyes, negative body language, not including swearing)</li> <li>- Intimidating Others</li> <li>- Play fighting</li> <li>- Physical violence (easy to manage, low emotion, no one hurt)</li> <li>- Swearing at a student</li> <li>- Taking others' hat or equipment</li> <li>- Throwing sticks, rocks etc. (not at someone)</li> <li>- Work refusal</li> <li>- Moderate threat to harm others</li> <li>- Spitting intentional on or at someone</li> <li>- Self-exiting from class (remains within close proximity)</li> <li>- Repeated minor</li> </ul>	<ul style="list-style-type: none"> <li>- Bullying /Discrimination (as per definition)</li> <li>- Leaving school grounds</li> <li>- Physical violence with someone hurt, high emotion and unmanageable in setting or by staff member</li> <li>- Self-exiting from class (proximity is beyond staff view)</li> <li>- Stealing</li> <li>- Swearing at a staff member</li> <li>- Major threat to harm others</li> <li>- Unsafe with equipment with intent resulting in someone hurt or something damaged</li> <li>- Vandalism with intention to damage or offend</li> <li>- Repeated Moderate</li> </ul>
<ul style="list-style-type: none"> <li>- Warning</li> <li>- Clean environment</li> <li>- Loss of privilege (computer/iPad time)</li> <li>- Reflection time on seat outside</li> <li>- Redirect e.g. Calming corner, move to another area within the grade or outdoor area</li> <li>- Make up time with staff member</li> </ul>	<ul style="list-style-type: none"> <li>- Walk with teacher on yard duty</li> <li>- Short relocation – calming corner, buddy class etc.</li> <li>- Reflection time on seat outside</li> <li>- Make up time with staff member</li> <li>- Time in 'Reflection Room'</li> <li>- Loss of privileges</li> <li>- Withdrawal from class</li> </ul>	<ul style="list-style-type: none"> <li>- After school detention</li> <li>- Suspension (external or internal)</li> <li>- Time in Reflection Room</li> <li>- Lunch time detention – whole of lunch</li> <li>- Withdrawal from class</li> <li>- Loss of privileges e.g. Monitor, captancy</li> </ul>
<p><b>Support Strategies:</b> Assist to solve the problem (apologise, help another, move spot etc., Behaviour Monitoring Card, Check ins, Behaviour support plan, Teach appropriate behaviour, student teacher conference, safety plan, ILIP, support from wellbeing or SSS referral, directing to Lunch Clubs, Social Groups, Modify work, insert a delay, strategically ignore.</p>		