



# Snowy Mountains Christian School

## *Nurture & Discipline Policy and Behaviour Management Procedure*

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## 1.0 Policy

The safety, welfare and wellbeing of students, is the paramount consideration in decision-making at Snowy Mountains Christian School (SMCS). SMCS seeks to create a safe and caring environment where Christian values inspire and affirm the highest standards of ethical conduct in relation to the care, support, and welfare of the students entrusted to it.

SMCS aims for:

- We want the school to be a safe place
- We want all students to be treated with fairness
- **Corporal punishment:** Due to the provisions of the Education Reform Amendment (School Discipline) Act 1995, corporal punishment is prohibited at Snowy Mountains Christian School. SMCS also does not explicitly or implicitly sanction the administering of corporal punishment by anyone.

## 2.0 Purpose

To give SMCS students and parents an understanding of the school's expectations in relation to student's conduct in, and on behalf of, the School and to give staff detailed guidelines and management options regarding the nurture and discipline of students.

## 3.0 Source of Obligation

The NSW Registration Manual (3.7.1 and 3.7.2) requires the School to have policies relating to the discipline of students attending the School that are based on principles of procedural fairness and that do not permit corporal punishment of students.

## 4.0 Context

### 4.1 What is Nurture and Discipline?

At Snowy Mountains Christian School, nurture and discipline is the process of disciplining towards Christ-likeness by seeking to make wise choices within the context of loving and supportive relationships.

This means that discipline IS a **process of affirming and correcting** and is NOT a synonym for punishment.

#### 4.1.1 Rationale

As much as possible, the characteristics of our nurture and discipline should be modelled on God's discipline of us based on the following precepts and biblical principles:

- God corrects us to enable us "to own" our wrong attitudes and motives. (1 John 1:9) Unless we help our students to accept responsibility for their actions (as we too must do), there is no learning and no growth into wisdom.
- God forgives and "...will remember their sins no more". (Jeremiah 21:24, Hebrews 8:12, Titus 2:14)
- The Bible says that children are to be brought up 'in the training and instruction of the Lord'. (Ephesians 6:1) Through instruction or admonition the school sets out to equip the minds of the person with a view to changing their behaviour and attitudes in a way which will make them more mature and more wise.
- The child is kept safe with nurture and discipline and will be helped to be prepared for living in society which has an authority structure. If the student does not learn to be obedient in their first environments –the home and the school – they will find it difficult to obey the laws of the land, and most importantly, the Lord.
- To maintain healthy relationships within the school community, discipline must involve these elements: grace, mercy, reconciliation and restoration.

#### 4.1.2 How do we practise Nurture and Discipline at SMCS?

The process of nurture and discipline aims to train the whole person through instruction, example, correction and experience. This is carried out in the light of the teaching of God's Word and in the context of a loving community.

In Ephesians 4:22-24 we are taught to 'put off the old self' and to 'put on the new self'. It is possible with the help of the Holy Spirit to 'put off' negative character qualities and to 'put on' positive character qualities.

At SMCS we aim to:

- Create an environment which is characterised by the dignity of each person, by justice and forgiveness, and by the acceptance of differences, so that the unique value of each person before God is a living reality.
- With the help of the pastoral care team and chaplain, assist the student in the process of learning how to face the many challenges and obligations within our society.
- Train up a student in the way she/he should go Proverbs 22:6.
- Accept students as valuable in themselves (Matthew 18:56, 19:14).
- Promote the School's Code of Conduct.
- Be aware that correction is for the good of the student and administer correction in love and gentleness.
- Apply strategies that are fair and just and that enables a student to understand the reasons for their correction.
- Listen to a student in an appropriate time and setting and to discuss any grievances which may need to be heard.
- In order to seek reconciliation, forgive a student and to subsequently accept them back into the school community after making recompense for the misdemeanour.
- Assist staff in upholding the School's authority and responsibility in accordance with its policies and procedures.

Failure to address misbehaviour compromises the learning environment whereby academic activities are interrupted, curriculum content is not covered, teacher authority is undermined, and most importantly, there are decreased opportunities to learn (Blankenship, 1988; Cains & Brow; Cartledge & Johnson, 1996; Fields, 1999; Little & Hudson, 1998; Martin et al, 1999; in Gialo & Little 2003).

## 4.2 Student Code of Conduct

1. Respect and honour God	In all you do, seek to honour and obey God. <i>The Great Commandment in Matthew 22:34-40</i>
2. Respect and honour your teachers and staff members	Follow their instructions, address them politely, ask for their help in learning. Follow all class rules. <i>Titus 3:1 "Remind your people to submit to rulers and authorities, to obey them and to be ready to do good in every way."</i>
3. Respect and accept your fellow pupils	Be helpful whenever you can and treat others with understanding. Seek to build up and encourage one another, using encouraging language. Respect differences and don't engage in behaviours that belittle or bully others. <i>1Thessalonians 5:11 "Therefore encourage one another and build one another up, just as you are doing."</i>
4. Respect the property of others	Take care of your property and the property of others. Gain permission before borrowing someone else's property. Don't steal or damage property and be sure to hand in lost property. <i>Exodus 20:15 "You shall not steal."</i>
5. Respect the truth	Be honest in all situations and never make up lies about others. <i>1Peter 2:1 "Rid yourselves then of all evil; no more lying or hypocrisy or jealousy or insulting language."</i>
6. Learn all you can	Choose to pay attention, to do your work, join in school activities and develop your skills during your school years. <i>Proverbs 23:12 "Pay attention to your teachers and learn all you can."</i>
7. Look after the school	Take care of the buildings, furniture, grounds and all school property. Respect the school environment, keeping everything clean and tidy.
8. Earn the school a good name	Dress properly, behave well, respect visitors, play sport fairly, do your best in all school activities. <i>1Timothy 4:12 "Do not let anyone look down on you because you are young, but be an example for the believers in your speech, your conduct, your love, faith and purity."</i>
9. Be in the right place at the right time with the right equipment	Always be prepared for lessons, meet homework requirements and bring the right equipment to each lesson. Never miss school or any lesson without proper permission. <i>James 4:17 "Whoever knows what is right to do and fails to do it, for him it is sin."</i>
10. Work and play safely with consideration for others	Keep the school a safe place where no one feels threatened, bullied or hurt in any way. <i>Philippians 2:3-4 "Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others."</i>

## 5.0 Definitions

### PCSchools - School Management System

School days: Student is to be present at school during the level. The days may go between the terms but will stop at the end of the year. All SMCS students commence each school year on Green Level.

## 6.0 Guidelines and strategies applied in the Nurture and Discipline process

### Affirmation Guidelines

1. Be alert for, and quick to commend, good and acceptable behaviour – “Catch them being good” - Praise given to students during all settings when they are caught displaying “good” behaviour.

2. Affirm acceptable behaviour through consistent positive reinforcements, such as:

- Verbal and non-verbal praise and encouragement
- Positive comments in students’ workbooks
- Awarding stamps, stickers etc.
- Sending to Principal/Coordinator for special commendation
- Class and individual responsibilities and privileges
- Encouragement letters sent to parents/caregivers
- Special awards at Devotions, - to be presented at School and Primary Assemblies. Includes awards that reflect the Values of the School: Love, Respect, Truth and Integrity.
- Special awards at Celebration Assemblies and SMCS community gatherings held at the end of each school year.

### Correction Strategies:

Correction needs to be applied when the student has a clear understanding of what she/he has done wrong.

Correction will be most effective when the student accepts responsibility for the misdemeanour.

- Correction will take place if one of the Student Codes of Conduct is breached.
- Correction will involve helping the student to understand how their behaviour has affected the community (the staff and other students). The process of reconciliation/restitution should follow correction.
- Correction needs to be (and be seen to be) equitable and fair.
- Correction needs to be appropriate to the misdemeanour not an emotional response to a difficult situation.
- Classroom management and solutions to behavioural difficulties is done best by the classroom teacher.
- In keeping with the school’s partnership model, it is preferable that parents/caregivers are informed on the day of the incident, or as soon as possible, and become involved in affirmation and correction. A telephone call or an email should be used. Meeting with parents/caregivers can help with the development and implementation of future preventative strategies. A note should be added to PCSchools if a call about an incident is made to the home. A green communication form is also filled in by the staff member and saved in the student’s file.

The following correction strategies could be used for minor misdemeanours in the classroom. They are arranged as a hierarchy.

- In-class isolation: movement of student to another desk or isolating them from other students.
- Sending a student out of class: only momentarily and then speaking to them privately (students may not be out of the classroom for more than two to three minutes).
- Lunchtime detention: staying in at lunchtime to do work or simply being detained by the class teacher or sitting on the lunch seats at lunchtime and missing out on play.
- Restitution activities including but not limited to; picking up papers, cleaning, repairing, tidying, redoing a poor job, returning or replacing stolen or broken property, apology.
- Playground isolation: not allowed to play in the playground – be seated outside the Primary School Common Room.

- Playground clean up: Filling a plastic bag (using plastic gloves) under DIRECT teacher supervision.
- Sending a student to the Primary/Secondary Coordinator with a referral note explaining the difficulty which could not be solved.
- Discussion with Primary/Secondary Coordinator/Welfare Teacher or Principal about different strategies to use for individual students.

## 7.0 Procedures

### 7.1 Procedure in Regard to Classroom Management and Student Behaviour

#### 7.1.1. Instruction

- At the beginning of each year, students are to be actively taught the **Code of Conduct** at the appropriate level of understanding and application.
- The fruit of the spirit and other school objectives regarding development of Christian character, morals, values and ethics are to be planned as part of devotions, subjects or 'Units of Work'.
- Acceptable classroom behaviour needs to be taught and revised on a regular basis, especially as student's exhibit 'need' of specific instruction. Reasonable explanations as to 'why' should accompany instruction to develop 'moral conscience'.
- The "Procedure for Classroom Discipline" should be explained including the consequences.

#### 7.2 Behaviour Management Procedures

School staff are responsible for ensuring that each student experiences a safe and supportive learning environment. Teachers, in particular, are to monitor the well-being of each student. If teachers are concerned about the behaviour and well-being of a student, they should discuss the matter with their Coordinator. The student's parents/caregivers may be contacted, if necessary, and individual action plans may be developed.

In accordance with the provisions of the Education Reform Amendment (Corporal Punishment) Act 1995, corporal punishment is not to be used in this school as part of its discipline and/or pastoral care policy. This school does not sanction the administering of corporal punishment by anyone.

Nurture and Discipline of students at the school will be based on procedural fairness. Whilst it is the responsibility of the school to determine incidents that may require disciplinary action and nature of any penalties that may apply, the process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension and expulsion, must be procedurally fair.

- Suspension is a temporary removal of a student from all of the classes that a student would normally attend at the school for a set period of time.
- Expulsion is the permanent removal of a student from the school.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness is generally recognised as having two elements including, the 'right to be heard' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an impartial decision' includes the right to:

- impartiality in an investigation and decision-making

- an absence of bias by a decision-maker.

Procedural fairness includes making available to students and parents/caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the school will establish any need for parents/caregivers to be provided with interpreter services and, if required, make them available.

While it is generally preferable that the investigative and decision-making stages are carried out by different people, in the school setting this may not always be possible. If the Principal is conducting both the investigative and decision-making stages, they must and will be reasonable and objective. To be procedurally fair, the Principal must and will act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the Principal's responsibilities. Nevertheless, it may be preferable to have another appropriate staff member, such as a Coordinator or independent person, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should and will be recorded in writing.

### **7.3 Behaviour Management Guidelines and Levels**

Teachers will:

1. Provide the students with examples, through their own behaviour, of their expectations in regard to courtesy, punctuality, friendliness, tidiness, self-control behaviour in accordance with the Staff Code of Conduct and Staff Handbook.
2. Be clear, concise and confident in their expectations of students' behaviour. Provide clear directions and explain the consequences of not following their directions. Allow adequate time for students to follow the directions provided.
3. Give directions that the students are capable of following.
4. Provide clear explanations of the SMCS Behaviour Management procedure to all students at the start of each year, each term and at the commencement of any new student's enrolment.



### 7.3.2 Behaviour Management Procedure and Levels



1. All SMCS students commence each school year on Green Level (the base level of the SMCS Behaviour Management Procedure).
2. Check the student's understanding of the SMCS Behavioural Expectations and the consequences connected to failing to meet these expectations. One way to do this is to ask a student:
  - a. What is/was going on? (Get a telling of the situation)
  - b. What were you thinking and feeling as it was happening? (This looks at the heart of the student)
  - c. What did you do/are doing as a result? (Gets student to own their behaviour)
  - d. What were you/are you hoping to accomplish? (Gets to the motives)
  - e. What was/will be the results? (Addresses consequences/harvest of the heart)
3. When a student or group is not consistently meeting the agreed SMCS behavioural expectations, review the situation in an effort to try to find the reason for the behaviour demonstrated.

Consider factors such as:

- Unrealistic expectations
  - Classroom environment
  - Student's specific learning/behavioural needs
  - Student's previous negative learning experiences
  - Student's background and home life
4. Respond quickly to an improvement in behaviour, being quick to commend behaviour when appropriate. Record behaviour on PCSchools.
  5. Have the confidence to refer a student to the Welfare Teacher/Primary Coordinator if:
    - a) you are unsure of the appropriate response
    - b) the matter is of a serious nature
    - c) you feel your response/decision could be biased
    - d) the student's behaviour is sabotaging the teaching/learning experience for the rest of the class
  6. Your response to unacceptable/inappropriate behaviours should be provided to the student immediately, or as soon as possible after the misdemeanour.
  7. Behaviour Management responses should never embarrass or humiliate the student. Be as discreet as possible in your responses.
  8. Following disciplinary action, the teacher should seek to restore the relationship as soon as possible.



1. In all other matters of behaviour management, teachers in consultation with their Coordinator, retain the responsibility to make a judgement about whether a threshold of 'Need to Report' has been crossed. As a general guideline apply the following:

Complete a YELLOW SLIP (BM-03) if "YES" is the answer to any of these questions:

- Is this behaviour continuous? Refer to PCSchools student file.
  - Does this behaviour sabotage the learning process for other students?
  - Does this behaviour stop me from teaching the other students?
  - Does this behaviour put anybody at risk of harm psychologically, physically or spiritually?
2. In cases where the 'Need to Report' threshold has been crossed, and in consultation with the Coordinator:
    - The student is to have an appropriate consequence applied and an incident report (BM-03 "Yellow Slip") is to be written by the witnessing/attending staff member before the end of that school day. BM-05 Yellow Letter to be completed and sent home with student.
    - The parents/caregivers are to be contacted by phone or email, preferably before the close of that school day.
    - The class teacher will enter the details of the "Yellow Slip" onto PCSchools.
    - The completed "Yellow Slip" is then passed on to the School Office for Principal review and filing to the relevant student file.
    - The classroom teacher will monitor the student's patterns of behaviour and consider if and/or when entry onto a level within the behaviour management procedure is appropriate.
    - Primary students will be given a daily report by their teacher reviewing their behaviour. This report will be kept in the student's file but not sent home.
    - Secondary Students will be given a form with the above questions, point 2 on Green level to complete and hand back to their teacher for filing if they are placed on the Yellow level.
  3. **YELLOW** is the first level of the Behaviour Management Procedure. A student is placed on Yellow level if they have not responded to corrective action given by their teachers. This means that they have not changed their behaviour to an acceptable level.
    - a. This is a formal warning for the student. Parents/caregivers will be notified by the student's teacher if the student is on Yellow Level. (See letter BM-05). A student remains on Yellow Level for at least **ten** school days. Record interview with parents/caregivers on Green Form.



1. The teacher/Welfare teacher meets with the Primary/ Secondary Coordinator to discuss behaviour from the YELLOW card and strategies moving forward.
2. If a student on YELLOW level does not show a significant improvement in the areas listed on the card over the ten school days, the student may be placed on BLUE level. It may also occur that a student needs to move to this level immediately due to behaviour that is very inappropriate (e.g. fighting, severe swearing, vandalism, stealing, defiance and disrespect towards a staff member, using physical force).
3. The Primary/ Secondary Coordinator will contact the parents/caregivers to advise and the BM-07 letter is mailed to the home. Coordinator will record the interview with parents/caregivers on Green Communication Form.
4. A student remains on Blue Level for at least **ten** school days.
5. The student is on a BLUE behaviour management card for this time and is expected to achieve **eight satisfactory days** within the ten school days on Blue Level.
6. A student on Blue level is **NOT** eligible to participate in any off-site camps, excursions or sporting events.
7. If successful on Blue level, the student returns to Green Level (the base level of the system).

The following codes will be used for Blue and Red level:

E: Excellent

- Classwork complete
- Followed instructions
- Did not breach Student Code of Conduct
- No correction needed

A: Average

- Classwork mostly complete
- Little correction needed but student corrected their behaviour quickly

B: Below Average

- Some classwork completed
- Some disruptive classroom behaviour
- Correction needed

U: Unsatisfactory

- No work attempted
- Disruptive classroom behaviour
- Correction needed and did not attempt to change behaviour
- Needed to be sent to the Coordinator/ Principal



1. If a student does not respond to the correction given by SMCS staff whilst on Blue level then the student is internally or externally suspended and then placed on Red level. Suspension to be decided by the Principal.
2. An interview with the parents/caregivers, the classroom/ Welfare teacher and the Primary/ Secondary Coordinator must occur prior to the student returning to school from suspension. Record interview with parents/caregivers on Green Communication Form.
3. A student remains on Red Level for at least **fifteen** school days.
4. The student is on a RED behaviour management card for this time and is expected to achieve **twelve satisfactory days** within the fifteen school days on Red Level.
5. A student on Red level is **NOT** eligible to participate in any off-site camps, excursions or sporting events.
6. If successful on Red level, the student returns to Blue Level for a further ten school days. If successful on Blue level, the student returns to Green level.
7. If a student still does not improve their behaviour after fifteen school days on Red level then the student will be externally suspended, pending an Executive review.
  - a. The Executive Staff will meet to discuss whether the student should be allowed to remain enrolled at the School.
  - b. The Principal will advise parents/caregivers that this meeting is taking place and parents/caregivers are invited to provide any further information for the Executive Staff's consideration.
  - c. The Principal will contact the parents/caregivers informing them of the Executive Staff decision. Record interview with parents/caregivers on Green Form.
8. For severe behaviours affecting the rights and safety of others, the student may be externally suspended without moving through the levels of the behaviour management system.
  - a. The Executive Staff will meet to discuss whether the Student should be allowed to remain enrolled at the School.
  - b. The Principal will advise parents/caregivers that this meeting is taking place and parents/caregivers are invited to provide any further information for the Executive Staff's consideration.
  - c. The Principal will contact the parents/caregivers informing them of the Executive Staff decision.

### 7.3.2 Academic

#### 1. Assessments and Homework tasks

- a. Students are advised about the Student Assessment Policy and Homework Policy.
- b. If Students fail to hand in Assessments or Homework on due date, the teacher should talk to the student to find out why and explain the policy again with the students. Discuss with the student to find out when their assessment will be handed in.
- c. If a student does not hand in an assessment task or homework task, the teacher is to contact the parents/caregivers to explain that their student has not handed in the task and arrange a date for the task to be handed in by. Record interview with parents/caregivers on Green Communication Form.
  - i. Secondary school teachers alert the students Home Room teacher.
- d. Students who still do not hand in their task, a formal letter notifying the parents/caregivers will be sent home.

#### 2. Classroom Learning

- a. For students who are not participating in class and not completing their work, the teacher is to talk with the student to find out why and encourage the student to complete their work.
- b. If the student does not respond to the teacher, the teacher is to engage the pastoral care team or chaplain and contact the parents/caregivers to explain the situation.
- c. If student still does not respond;
  - i. Secondary school teachers refer the matter to the student's Home Room teacher who will place the student on an Academic Learning Booklet
  - ii. Primary School teachers discuss the matter to the Primary Coordinator, then place the student on an Academic Learning Booklet

### 7.4 Banned Items

Items that are banned from SMCS fall into one of three categories:

- those that are illegal
- those that are potentially harmful
- those that could cause distractions or disruptions

Some items that are banned include:

Knives, fireworks, firearms, sharp implements, weapons, replicas of weapons, offensive material, cigarettes, e-cigarettes, drugs, alcohol, energy drinks, laser pointers, trading cards or toys to trade, chewing gum or bubble gum, permanent markers, spray cans (including spray deodorants or hairspray).

In general, it is often unwise for students to bring personal items to school, particularly if those items are valuable. Please note that the school cannot accept any responsibility to care for such items, if or when, a student brings them to school.

#### 7.4.1 Electronic Devices

While electronic devices are not banned from being brought to school, no electronic media or items are to be used during school hours (8.30 am – 3.30 pm). However, some items such as phones, smart watches or iPods might be used at times only with the expressed permission of teachers and only for educational purposes or as directed by teaching staff.

All such items must be turned off and placed in the students' *Yondr* pouches on arrival to school (for security) and placed in the students' bags. Any items that are used during school hours without permission as described above will be confiscated and returned as follows:

- First offence: until the end of the day
- Second offence: until the end of the week
- Third offence: until the end of the term with parents/caregivers having to pick it up from the office

Please note that the school cannot accept any responsibility to care for such items.

Refer to the Mobile Phone/Yondr Policy for further detail.

## **8.0 Sources**

Rebecca Giallo and Emma Little, (2003) "Classroom Behaviour Problems: The Relationship between Preparedness, Classroom Experiences and Self-Efficacy in Graduate and Student Teachers in Australia", *Journal of Educational and Developmental Psychology*. Vol 3, pp 21-34.

The Coast Christian School (2017) *Student Discipline and Behaviour Management Policy*, The Coast Christian School: Bensville

The Coast Christian School (2021) *Student Discipline and Behaviour Management Policy*, The Coast Christian School: Bensville

## **9.0. Consultation**

**SMCS Staff**

**SMCS Board**

## **10.0. Review**

Ongoing reviews will be conducted every three years.

## **11.0. Accountabilities**

### **11.1 Responsibility**

The Principal is responsible for the focus, content and maintenance of the policy.

### **11.2 Implementation Plan**

The Principal will ensure all staff are familiar with the policy.

The Principal will ensure the policy is available on the school's website and at the school office for anyone who wants to view it.

### **11.3 Training Plan**

The Principal will ensure all relevant staff are trained in this policy.

### **11.4 Compliance**

The Principal is ultimately responsible for ensuring that policies produced for and on behalf of SMCS comply with this policy.

## **12.0 Policy adviser**

The Principal will act as the Policy Adviser.

## **13.0. Forms**

- a. Examples of letters and reporting cards

**BM-01****SMCS BEHAVIOUR MANAGEMENT PROCEDURES**

Our emphasis at Snowy Mountains Christian School (SMCS) is on pastorally caring for students by loving them, seeing them as God sees them and giving them direction and instruction for their lives. This Behaviour Management Procedure is part of that care so that students will know their boundaries and SMCS can better provide our students with safety and order.

The procedures written below have been implemented to provide clear guidelines and communication for parents/caregivers, students and staff in the School. They are designed to provide a sense of accountability for students and therefore assist them in making wise choices at school. They also provide a means of communication between the School and the home.

Therefore, communication with parents/caregivers is built into each step of these procedures. The staff will endeavour to communicate openly and regularly with parents/caregivers and ask that parent/caregivers also bring their concerns to the staff so that we work together as a team for the student's sake.

Each student at SMCS will begin the year on Green Level and, if necessary, they will be moved down and through the colours until their behaviour is consistently acceptable. Please assume that each student is on Green Level unless otherwise notified.

The colours for each Level reflect the concepts of **Green** – Going safely, **Yellow** – Warning to stop, **Blue** – Cool Down time and think about your actions, **Red** – STOP!

A student will move back to Green Level from Yellow or Blue Levels if they have shown, after a period of time, that they are prepared to take responsibility for their behaviours and make better choices to act appropriately.

For severe behaviours affecting the rights and safety of others the student may be expelled without moving through the levels of the behaviour management system.

LEVEL	EXPLANATION
4 Green	A student on Green Level is generally obeying the School and classroom rules and the SMCS staff's instructions. If the student is misbehaving, their teacher is correcting them (or other staff if the incidents are in the playground). Students are being encouraged and praised for good behaviour. (NB. Students at any level are encouraged and reassured that we care for them.)
3 Yellow	A student is placed on Yellow Level if they have not responded to corrective action given by their teacher. This means that they have not changed their behaviour to an acceptable level. This is a formal warning for the student and a detention may be issued. Parents/caregivers will be notified if their student is on Yellow Level. (At SMCS a detention means a withdrawal from the playground/loss of playtime).
2 Blue	If a student on Yellow level does not significantly demonstrate improvement in the areas on the yellow card within ten days, they may be placed on Blue level. It may occur that a student needs to move to Blues level immediately due to behaviour that is very inappropriate (e.g. fighting, severe swearing, vandalism, stealing, defiance and disrespect towards a staff member). The teacher/Welfare teacher meets with the Coordinator to discuss behaviour from yellow card and strategies moving forward. Primary/Secondary Coordinator contacts parents/caregivers are notified that a BM-09 letter will be sent home.
1 Red	If a student does not respond to the correction given by the Executive Staff of SMCS after an appropriate period of time on Blue Level then they will be internally or externally suspended and then placed on Red Level. An interview with the parents/caregivers will take place. If the student's behaviour STILL does not improve after a reasonable amount of time has passed on RED level then the student will be externally suspended, pending a review by the Principal. Parents/caregivers will be contacted by the Principal to inform them of the decision.
0	The student's enrolment is withdrawn from the School.

**BM-02**
**SMCS BEHAVIOUR MANAGEMENT LEVELS**

LEVEL	BEHAVIOUR	ACTION	PERSON	FORM
4 Green	Behaving well.	<ul style="list-style-type: none"> <li>Encouragement, Teacher acknowledges students efforts to display the School's Values.</li> <li>Teacher can send out a letter to the parents/caregiver when appropriate.</li> </ul>	Teacher	BM-04 (letter)
3 Yellow	A teacher informs a student that they are on Yellow Level when they make a judgement that they are displaying ongoing unsatisfactory behaviour	<ul style="list-style-type: none"> <li>Teacher informs the student that they are on Yellow Level and explains the consequences if they don't improve.</li> <li>Teacher informs parent/caregivers of observed behaviours that are unacceptable by letter and/or phone, meeting.</li> <li>Teacher counsels student.</li> <li>Teacher may issue a detention for repeated unacceptable behaviours.</li> <li>Student stays on Yellow Level for a maximum of 10 school days and then goes back to Green Level if their behaviour has been satisfactory. To Blue Level if unsatisfactory.</li> </ul> <p>BEHAVIOUR MANAGEMENT STRATEGIES</p> <ol style="list-style-type: none"> <li>Teachers analyse how they react when students misbehave.</li> <li>Teachers ask "Does what I am doing work?" If no –Make a change.</li> <li>Teachers give positive reinforcement when students are behaving well.</li> <li>Teachers ask disruptive students, "What are you doing?" Ask them to repeat the rule they are breaking.</li> <li>If misbehaviour continues give a consequence.</li> </ol> <p>TYPES OF CONSEQUENCES- Move student, Kept in, Time Out, In class consequence, Loss of classroom privilege</p>	The teacher needs to inform the Welfare Teacher/Primary Coordinator.	<p>Unsatisfactory behaviour is recorded in student's file.</p> <ul style="list-style-type: none"> <li>BM-05 (Yellow Level letter)</li> <li>BM-06 (Return to Green Level letter)</li> </ul>
2 Blue	Unsatisfactory Behaviour has continued despite the above consequences OR Gross Misbehaviour (see below)	<ul style="list-style-type: none"> <li>Teacher meets with Coordinator to discuss student's behaviours and further strategies.</li> <li>Parents/caregivers contacted by the Coordinator.</li> <li>Phone and/or face-to-face interview with the parents/caregivers.</li> <li>Discuss with student an action plan. (A time limit will be set as part of this.)</li> <li>No participation in off-site School activities</li> <li>(Behaviour Card-Blue – ten school day period eight 'S' days required)</li> <li><u>Other Possible Consequences</u> – overnight write out, DT, play suspension, internal/external suspension, loss of privileges for the time on Blue Level.</li> </ul>	Coordinator	<ul style="list-style-type: none"> <li>BM-07 (Blue Level letter)</li> <li>BM-08 (Blue Level behaviour card)</li> <li>BM-09 (Blue Level completion letter –Return to Green Level)</li> </ul>
1a Red	No significant change in behaviour	<ul style="list-style-type: none"> <li>Student is internally or externally suspended.</li> <li>Face to face interview with the parents/caregivers.</li> <li>Behaviour Card-Red (3 weeks - twelve 'S' days required)</li> <li>If the student successfully completes Behaviour Card-Red then the student is moved back to Blue Level at the discretion of the PRINCIPAL.</li> <li>No participation in off-site School activities.</li> </ul>	Principal	<ul style="list-style-type: none"> <li>BM-10 (Red Level letter)</li> <li>BM-11 (Red Level behaviour card)</li> <li>BM-12 (Red Level completion letter -Return to Blue Level)</li> </ul>
1b Red	Unsatisfactory behaviour continues	<ul style="list-style-type: none"> <li>Student is externally suspended - pending a decision on their enrolment in the School.</li> <li>Face to face interview with the parents/caregivers.</li> <li>If the student is allowed to stay at the School then they will remain on Red Level.</li> </ul>	Executive Staff	Personal letter from the Principal regarding the suspension.
0		<ul style="list-style-type: none"> <li>Enrolment withdrawn</li> </ul>	Executive Staff	Letter to parents/caregivers from Principal regarding the withdrawal of the student's enrolment.

Suspension may occur at any Level for gross misbehaviour. Internal suspension letter BM 13, is used for internal suspensions not related to a Behaviour Card. e.g. gross misbehaviour. External suspension letter BM 14 is used for external suspensions not related to a Behaviour Card. Parents/caregivers interviews may occur at any Level but are mandatory at Red Level and Blue Level.





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T 02 6452 4333 E office @smcs.nsw.edu.au W www.smcs.nsw.edu.au

ACN 076 793 863 ABN 76 076 793 86 3

### GOOD BEHAVIOUR/EFFORT LETTER

Date \_\_\_/\_\_\_/\_\_\_

Dear Parents/caregivers,

I am writing to acknowledge and congratulate your child, <name>, for their continued effort and good behaviour in class.

Your child has been .....

May they be encouraged to continue to do their best. Please help them to know that they are a blessing to those around them here at Snowy Mountains Christian School.

Yours faithfully,

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### SMCS STUDENT BEHAVIOUR REPORT

SMCS STUDENT BEHAVIOUR REPORT – YELLOW Slip			
Please Indicate: <input type="checkbox"/> FYI <input type="checkbox"/> Support Requested <input type="checkbox"/> Parent/caregivers Contacted (how & when) _____ <input type="checkbox"/> Entered into PCSchools			
Student's Name:		Class:	Current Behaviour Level:
Date:	Place:	Time:	Staff Member:
Student Behaviour Key Words:			
Incident:			
History/ Frequency:			
Action Taken:			
Positive Behaviour Strategies in Place:			
Comment by Welfare Teacher/Primary Coordinator:			

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### YELLOW LEVEL LETTER

Date \_\_\_/\_\_\_/\_\_\_

Dear Parents/caregivers,

The purpose of this letter is to inform you that your child, <name>, has been moved on to Yellow Level in the SMCS Behaviour Management procedures. Yellow Level is the FIRST warning level.

Your child has been showing the following behaviour:

- 

Your child will remain on Yellow Level for a maximum of 10 days during which time I will be monitoring their behaviour. If your child's behaviour improves significantly in this time then they will move back to Green Level. If your child's behaviour does not improve significantly then you will be notified and they will move onto Blue Level and the Coordinator will be contacting you.

I would appreciate you taking the opportunity to discuss this situation with your child to ensure their full awareness of the School's response to their behaviour. Our goal is to help your child to take responsibility for their behaviour and see that they need to be accountable for the choices they are making.

Please do not hesitate to contact the School Office on 6452 4333 if you wish to make an appointment with me to discuss this further.

Yours faithfully,

Class Teacher

-----

PLEASE SIGN AND RETURN TO THE CLASSROOM TEACHER

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

I have received the letter informing me that my child is on Yellow Level in the SMCS Behaviour Management processes.

I do/do not wish to make an appointment to discuss this further.

Signed \_\_\_\_\_ Date \_\_\_\_\_

(Parent/Caregiver)

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## YELLOW LEVEL COMPLETION LETTER

Date \_\_\_/\_\_\_/\_\_\_

Dear Parents/caregivers,

It is my pleasure to inform you that your child, <name>, has been returned to the Green Level in the School Behaviour Management procedures.

Your child has been displaying consistent self-discipline and has made an effort to correct their behaviour to an acceptable standard.

Please continue to encourage your child to manage their behaviour in accordance with the Christian values of the school.

Thank you for your continued support as we work together as a team in the Behaviour Management and training of your child.

Yours faithfully,

Classroom teacher

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### Yellow Level Daily Report

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Day: Date:	What I did well	What do I need to improve on (discuss strategies to how to improve in the area)
Morning Routine		
Period 1		
Period 2		
Period 3		
Period 4		
Period 5		
Period 6		
Period 7		

After the above report has been discussed, sign below, and hand into Office for filing.

Student

Classroom  
Teacher

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### BLUE LEVEL LETTER

Date \_\_\_/\_\_\_/\_\_\_

Dear Parents/caregivers,

The purpose of this letter is to inform you that your child, <name>, has now been placed on the Blue Level in the SMCS Behaviour Management process. Blue Level is our SECOND warning level.

Your child has been placed on Blue Level for the following reasons:

- 

I will be working closely with your child's classroom teacher to help them focus on the areas needed to improve their behaviour.

Your child will now be placed on a behaviour-monitoring card to help them take responsibility for their behaviour. This card needs to be signed by you and returned to the School each day.

To successfully complete Blue Level, your child will need to achieve **eight (8)** satisfactory days **within two (2) weeks/10 days** of beginning their card. If 8 satisfactory days are not achieved within that time, then your child will be internally/externally suspended for one day. When they return from suspension, they will go on to Red Level. Red Level is our THIRD and final warning level. You will be notified if your child appears to be failing to complete their Blue Level card within the given time frame.

Students who are placed on BLUE level are not permitted to participate in any off-site School activities including excursions, camps and sporting events.

Please sign the return slip below and return it to the School on the next day to acknowledge that you are aware of the consequences of your child's behaviour at Snowy Mountains Christian School.

Yours faithfully,

Primary/Secondary Coordinator

-----  
PLEASE SIGN AND RETURN TO THE SCHOOL OFFICE

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

I have received the letter informing me that my child is on Blue Level in the SMCS Behaviour Management processes and I understand the consequences as detailed in the letter.

I do/do not wish to make an appointment to discuss this further.

Signed \_\_\_\_\_ Date \_\_\_\_\_

(Parent/Caregiver)

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**Behaviour Card – Blue Level**

Student: \_\_\_\_\_ Class: \_\_\_\_\_

	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
Morning Routine					
Period 1					
Period 2					
Period 3					
Recess					
Period 4					
Period 5					
1st half lunch					
2nd half lunch					
Period 6					
Period 7					
Admin					
Parent/Caregivers					

1. At 8:45/9.00 am each day you need to have the card signed by \_\_\_\_\_.

2. This card is to be initialled by your teacher at the end of every lesson and by the teacher on duty at the end of Recess and Lunchtime. Your parent/caregiver also needs to sign the card every day.

3. Your teacher will use the following codes for your behaviour - E-Excellent, A- Average, B-Below average, U- Unsatisfactory, N/A-Not applicable. Minimum time on this behaviour card is 2 weeks. Maximum time is 3 weeks.

Note: B or U must be accompanied with a comment below and Primary Coordinator/ Welfare teacher to be notified

4. Expected satisfactory behaviour will include:

- |   |   |
|---|---|
| 1. Being on time and being prepared for your lesson | 4. Not speaking rudely or calling out               |
| 2. Respecting your teacher and your fellow students | 5. Obeying your teacher's instructions              |
| 3. Completing your work to the best of your ability | 6. Behaving safely & responsibly in the playground. |

P.T.O. for comments

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Notes (To be copied onto the back of each behaviour card)

These lines are provided for teachers to make brief notes for parents/caregivers to read so parents/caregivers can be better informed about their child's behaviour.

Teachers please write the date before each entry

Eg. 28/03/21 Period 5. John talked to his neighbour and was not working through most of the Maths lesson. I explained the work, directed him to stop talking, moved him and he continued to talk.

SAMPLE

**E: Excellent**

- Classwork complete
- Followed instructions
- Did not breach Student Code of Conduct
- No correction needed

**A: Average**

- Classwork mostly complete
- Little correction needed but student corrected their behaviour quickly

**B: Below Average**

- Some classwork completed
- Some disruptive classroom behaviour
- Correction needed

**U: Unsatisfactory**

- No work attempted
- Disruptive classroom behaviour
- Correction needed and did not attempt to change behaviour
- Needed to be sent to the Coordinator/ Principal

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### BLUE LEVEL COMPLETION LETTER

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Dear Parent/caregivers,

I am pleased to inform you that your child, <name>, has successfully fulfilled the requirements at Blue Level and may now return to Green Level in the SMCS Behaviour Management procedures. Therefore, your child will now be allowed to participate in all off-site activities organised by the School.

Your child needs to continue to display good behaviour in line with School values when they return to Green Level. If they revert to the inappropriate behaviour they have displayed in the past we will seriously consider placing them directly onto Red Level. Red Level is our THIRD and final warning and if your child's behaviour does not improve on Red Level they may be asked to leave the School.

I would appreciate you taking the opportunity to discuss this situation with your child to ensure their full awareness of the possibility.

I thank you for your support during the period in which your child has been on Blue Level. Your child has shown a significant improvement in their behaviour and I commend them for their effort in this. Please do not hesitate to contact your child's teacher or myself if you have any concerns in the future.

Yours faithfully,

Primary/Secondary Coordinator

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### RED LEVEL LETTER

Date \_\_\_/\_\_\_/\_\_\_

Dear Parents/caregivers,

The purpose of this letter is to inform you that your child, <name>, has now been placed on the Red Level in the SMCS Behaviour Management process is the THIRD and final warning level. Your child has been placed on Red Level for the following reason(s):

- 

Placement onto the Red Level means that your child has not been improving their behaviour whilst on Blue Level.

Your child's behaviour will continue to be monitored on a Behaviour Card (Red Level) to help them take responsibility for their behaviour. Please sign this each day and send it back to the School.

Your child will remain on Red Level until they have **completed 12 satisfactory** days. They will be given 15 days to complete this. If they complete the card in this time then they will return to Blue Level where they will remain on a behaviour card for a further maximum of 10 days. Having completed this, they will then move back to Green Level.

If during this time your child does not show a significant improvement in their behaviour then they will be externally suspended. During this time the Executive Staff will meet to decide whether they should be allowed to remain at the School. We will keep you informed about this decision.

Students who are placed on RED level are not permitted to participate in any off-site activities including excursions, camps and sporting events.

Please sign the return form below and return it to the School on the next day to acknowledge that you are aware of the consequences of your child's behaviours at Snowy Mountains Christian School.

Yours faithfully,

Principal

-----  
PLEASE SIGN AND RETURN TO THE SCHOOL OFFICE

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

I have received the letter informing me that my child is on Red Level in the SMCS Behaviour Management processes and I understand the consequences as detailed in the letter.

I do/do not wish to make an appointment to discuss this further.

Signed \_\_\_\_\_ Date \_\_\_\_\_

(Parent/Caregiver)

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## RED LEVEL COMPLETION LETTER

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Dear Parent/Caregivers,

I am pleased to inform you that your child, <name>, has successfully fulfilled the requirements at Red Level and may now return to Blue Level in the SMCS Behaviour Management procedures. Your child will remain on a Blue Level card until they have successfully gained **12 Satisfactory days** within 3 weeks.

Thank you for your cooperation during the period in which your child has been on Red Level. Your child has shown a significant improvement in their behaviour and I commend them for their effort. Please do not hesitate to contact your child's teacher or myself through the School Office on 6 if you have any further concerns.

Yours faithfully,

Principal

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**Behaviour Card – Red Level**

Student: \_\_\_\_\_ Class: \_\_\_\_\_

	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
Morning Routine					
Period 1					
Period 2					
Period 3					
Recess					
Period 4					
Period 5					
1st half lunch					
2nd half lunch					
Period 6					
Period 7					
Admin					
Parent/Caregiver					

- At 8:50 am each day you need to have the card signed by \_\_\_\_\_.
- This card is to be initialled by your teacher at the end of every lesson and by the teacher on duty at the end of Recess and Lunchtime. Your parent/caregiver also needs to sign the card every day.
- Your teacher will use the following codes for your behaviour - E-Excellent, A- Average, B-Below average, U- Unsatisfactory, N/A-Not applicable. Minimum time on this behaviour card is 2 weeks. Maximum time is 3 weeks.

Note: B or U must be accompanied with a comment below and Primary Coordinator/ Secondary Coordinator to be notified

- Expected satisfactory behaviour will include:
  - Being on time and being prepared for your lesson
  - Respecting your teacher and your fellow students
  - Completing your work to the best of your ability
  - Not speaking rudely or calling out
  - Obeying your teacher’s instructions
  - Behaving safely & responsibly in the playground.

P.T.O. for comments

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### INTERNAL SUSPENSION LETTER

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Dear Parent/Caregivers,

Your child, <name>, has been internally suspended for the period from \_\_\_\_\_,to \_\_\_\_\_.

Your child has been internally suspended because:

While internally suspended, your child has been withdrawn from their usual classes, and given class work to complete under the supervision of a teacher in another classroom. They have also been withdrawn from the playground.

We appreciate your support in this matter, and if you would like to discuss your child's progress, please feel welcome to arrange an appointment through the School Office on.

Yours faithfully,

Principal

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### EXTERNAL SUSPENSION LETTER

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Dear Parent/caregivers,

Your child, <name>, has been externally suspended for \_\_\_\_\_ day/s.

He/ she is suspended for the period commencing \_\_\_\_\_(day)  
\_\_\_\_\_ (date) through to \_\_\_\_\_ (day)  
\_\_\_\_\_ (date).

Your child has been externally suspended for gross unacceptable misbehaviour, specifically:

- 

Whilst externally suspended, your child will be given work to complete. Which will be provided to your student by their class teacher.

Upon returning to school on \_\_\_\_\_ (day & date) your child will need to report to the School Office for a re-entry interview with a member of the SMCS executive staff. It is preferred that you also attend this interview with your child.

We appreciate your support in this matter. If you would like to discuss your child's progress, please feel welcome to arrange an appointment through the School Office 6452 4333.

Yours faithfully,

Principal

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### PLAYGROUND BEHAVIOUR CARD

Student: \_\_\_\_\_ Class: \_\_\_\_\_

	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /
Recess					
1st half lunch					
2nd half lunch					
Admin					
Parent//caregiver					

1. At 8:50 am each day you need to have the card signed by \_\_\_\_\_.
2. This card is to be initialled by the teacher on duty in the playground in the Recess and
3. Lunchtime break. Your parent/caregiver also needs to sign the card every day.
4. The playground duty staff will use the following codes for your behaviour - E-Excellent, A- Average, B-Below average, U- Unsatisfactory, N/A-Not applicable.

Note: B or U must be accompanied with a comment below and Primary Coordinator/Welfare teacher to be notified

5. Minimum time on this behaviour card is 2 weeks. Maximum time on this behaviour card is 3 weeks.
6. Expected satisfactory behaviour will include:
  - Respecting staff and your fellow students
  - Behaving safely & responsibly in the playground
  - Obeying the Playground Duty staff's instructions
  - Compliance with the SMCS playground rules

(Please see over)

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**NOTICE OF INCORRECT UNIFORM**

Date \_\_/\_\_/\_\_

Dear Parent/Caregiver,

Your child, \_\_\_\_\_, has been informed that

the following item of their uniform is incorrect:

- |  |  |
|--|--|
| <input type="checkbox"/> Shirt         | <input type="checkbox"/> Dress           |
| <input type="checkbox"/> Shorts        | <input type="checkbox"/> Socks           |
| <input type="checkbox"/> Shoes         | <input type="checkbox"/> Sports Shirt    |
| <input type="checkbox"/> Sports Socks  | <input type="checkbox"/> Hat             |
| <input type="checkbox"/> Sports Shoes  | <input type="checkbox"/> Jumper / Jacket |
| <input type="checkbox"/> Sports Shorts | <input type="checkbox"/> Jewellery       |
| <input type="checkbox"/> Hair          |  |

Details include:

---

---

We would appreciate that you correct your child's uniform as soon as possible. If you would like to discuss this further, please do not hesitate to contact the School Office on 6452 4333 to arrange an appointment at a mutually convenient time.

Thank you for your cooperation and support of the School standards of dress.

Yours faithfully,

Classroom/Home Room Teacher



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## DAMAGE TO PROPERTY LETTER

Date \_\_\_\_\_

Dear Parent/Caregiver,

The purpose of this letter is to inform you that your child, <name>, has damaged SMCS property/another child's property.

Details:

- It is important that you are informed of this so that you can talk to your child but we also strongly suggest that restitution/payment needs to be made for the replacement/repair of this item. May I suggest that you require your child to pay for the replacement cost in some way.

Could you please contact me at the School on 6452 4333 to discuss this further.

Yours faithfully,

Principal

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## LATE ARRIVAL LETTER

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Dear Parent/Caregivers,

Your child, <name>, has arrived late at the School \_\_\_\_\_ times during Term \_\_\_\_\_.

At SMCS school commences at 8:45am/9.00 am each day. Arrival after 8:50am/9.05 am is considered to be a late arrival and is recorded in the SMCS Attendance Roll accordingly.

By being consistently late, your child is missing an important part of their learning as well as interrupting the learning of other students. The learning that occurs in the first part of the day is an essential part of a child's education and missing these lessons on a consistent basis can have a detrimental effect on a child's learning in the long term. For this reason we ask that you make every effort to have your child at school on time each day.

Thank you for your cooperation and support in this matter.

If you would like to discuss any concerns regarding your child's learning development, please contact the School Office on 6452 4333 to arrange an appointment at a mutually convenient time.

Yours faithfully,

Classroom/Home Room Teacher

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### **HOMEWORK NOT COMPLETED**

Date \_\_\_/\_\_\_/\_\_\_

Dear Parent/Caregiver,

Your child, <name>, has failed to submit/complete homework/assignment/s on the following occasions:

\_\_\_\_\_.

I have explained the SMCS Homework/Assignment expectations to your child and I would appreciate your support and cooperation in this regard.

I know that you want to be kept informed so that you can support our efforts with your child here at school. If you would like to discuss any concerns regarding your child's learning development as well as any difficulties regarding Homework/Assignment completion, please contact the School Office on 6452 4333 to arrange an appointment at a mutually convenient time.

Thank you for your cooperation and support in this matter.

Yours faithfully,

Classroom/Home Room Teacher

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PLEASE SIGN AND RETURN TO THE CLASSROOM TEACHER

I understand that my child, \_\_\_\_\_, has failed to submit/complete homework/assignment/s. I will endeavour to encourage my child to complete homework/assignments in the future.

Signed \_\_\_\_\_ Date \_\_\_\_\_

(Parent/Caregiver)

Educating children... for the journey of life



**Snowy Mountains Christian School**

Cnr. Baroona Avenue & Boona Street PO Box 53, Cooma NSW 2630

T 02 6452 4333 E [office@smcs.nsw.edu.au](mailto:office@smcs.nsw.edu.au) W [www.smcs.nsw.edu.au](http://www.smcs.nsw.edu.au)

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# SAMPLE

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