



Week 8, Term 3

Friday 12 September 2025

## What's OK and What's not?

Warami (Hello),

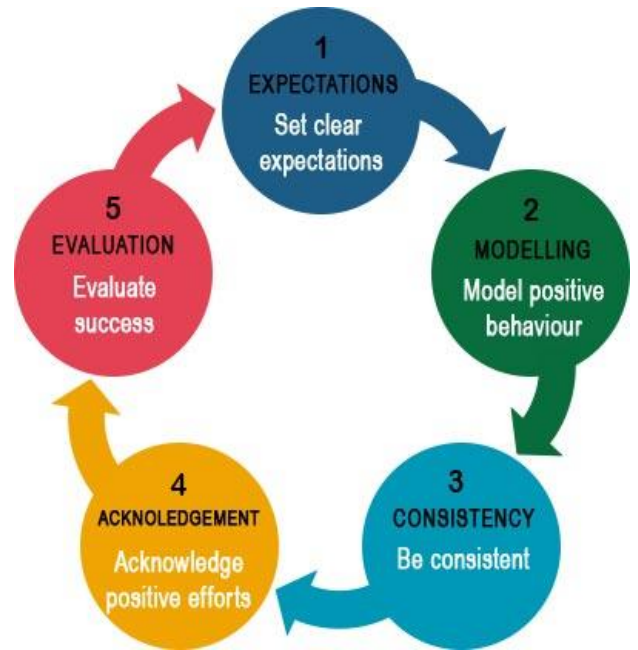
I want to take a moment to talk about why having high behaviour expectations for all our students is so important.

When we set clear and consistent expectations, it helps everyone know what's okay and what's not. This makes our school a safe and happy place where students can focus on learning without distractions.

When students understand the boundaries and know what is expected of them, they feel more confident and secure. This positive environment encourages them to take risks in their learning and building good friendships.

High behaviour expectations also teach valuable life skills like respect, responsibility, and resilience. When students treat each other kindly and fairly, they learn how to work well with others and solve problems peacefully.

Taking responsibility for their actions helps them grow into thoughtful and caring individuals. And learning to keep trying, even when things get tough, builds resilience that will help them throughout their lives.



### Coming Soon at Werrington County PS...

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9</b>	15 Sept K-6 Gymnastics	16 Sept Years 3-6 Touch Football Try Day	17 Sept K-6 Recognition Assembly 2.15pm  P&C Meeting 9am	18 Sept 3-6 Public Speaking Competition Finals - Note Date Change	19 Sept Peer Support
<b>10</b>	22 Sept K-6 Gymnastics	23 Sept	24 Sept K-6 Principals Assembly 2.15pm	25 Sept	26 Sept Last Day of Term 3  Peer Support  Newsletter Day
<b>Term 4 Week 1</b>	13 Oct  Staff Development Day <i>Students do not attend school today.</i>	14 Oct	15 Oct	16 Oct	17 Oct Peer Support

We want every child to feel included and supported, and having these standards means everyone knows how to treat each other with kindness and fairness. This helps create a positive community where students feel safe and ready to learn every day.

We believe that when teachers, students, and families work together, we can create the best possible environment for our children. Your support at home in reinforcing these behaviour expectations is really important. By working as a team, we help our students develop not only academically but also socially and emotionally.

### **Swooping Magpies**

We have some Magpies who have nested in the large trees at the front of the school. The Magpies have started to swoop people who are on bikes or scooters, sometimes just pushing the bike or scooter is enough for the Magpies to start swooping. Magpies are a protected species and cannot be removed. They are trying to protect their eggs.

Please be mindful when sending your child to school on their bike or scooter, there is a good chance that they will be swooped by the Magpies. Our poor postie is getting swooped on a daily basis. Here are some other tactics to avoid being swooped:

- Travel in groups, as swooping birds usually only target individuals.
- Carry an open umbrella above your head.
- Wear sunglasses and a broad-brimmed hat.
- If you ride a bike, walk it through magpie territory or have a flag on the back of the bike that is higher than your head.
- Do not act aggressively. If you wave your arms about or shout, the magpies will see you as a threat to the nest – and not just this year, but for up to five years to come.
- Walk, don't run.
- Avoid making eye contact with the birds.



### **Uniforms**

We would like to thank the school community for their support in the change to our new school uniform. We have been overwhelmed by the number of parents eager to purchase the new uniform this year and last year.

This year is the final year of our two-year phase in period. This means that students can still wear our old white shirts or the new navy shirts. From the beginning of 2026, only the new navy shirts and dresses will be able to be worn.



Please reach out to the office if you have questions or concerns.

### **Supervision – Before and After School**



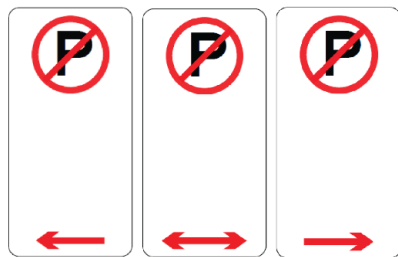
I would like to take this opportunity to remind our families that supervision of students does not commence until 8.30am. Our front gates are closed and are not opened until 8.30am, students waiting outside the gate prior to 8.30am are unsupervised.

If you are running late and are unable to collect your child at 3pm, please contact the office to let us know. Teachers attend meetings most afternoons during the week and are unable to provide supervision for students after 3pm.

We encourage families to contact our Out of School Hours Care provider in the school hall if you require care before or after school.

### Parking at drop off and pick up times

I would like to remind families that we have a few no stopping zones outside the school, these areas are clearly marked by signage. We have had the rangers out a couple of times this year and they have booked parents who are parked illegally during drop off and pickup times. Please also be mindful when dropping off and picking up from OOSH, that these no stopping zones still apply at outside school hours.



Thank you to those families who are parking in the correct places, keeping our students safe.

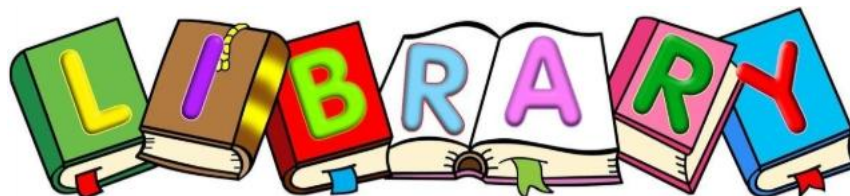
Yanu (Goodbye)

Mrs Belinda Clarke  
Principal

## Congratulations to our Merit Award Winners from...

<b>Week 8</b>	<b>KLD</b>	<b>KT</b>	<b>K-2K</b>
	Mekhi Jack Audrey	Raymond Ella Miller	Yannis Imran
<b>1FD</b>	<b>1G</b>	<b>2B</b>	<b>2K</b>
Brodie Noah Ava Amelia	Darci Owen James Koa	Addison Zayn Marley	Temika Hunter Georgia Ashton
<b>1-6R</b>	<b>3/4R</b>	<b>3/4P</b>	<b>3/4M</b>
Charlie	Violet Oliver Nicholas Jade	Amity Roman Emmrey Indi	Joshua Mia Jacob
<b>4-6G</b>	<b>5/6G</b>	<b>5/6M</b>	<b>5/6ST</b>
Riley Breanna	Raynesh Imogen Sadie Charlotte	Mila Archie Hunter Keenan	Isla Rylan Temani

*Students' names are only included if the school has permission to publish, therefore some classes may only have one or no names*



## Congratulations to our Library Award Winners from...

	<b>Week 8</b>
<b>K - 2</b>	<b>KLD &amp; 2K</b>
<b>3 - 6</b>	<b>1-6R &amp; 5-6M</b>



The 2025 Premier's Reading Challenge is off and running! Congratulations to:

**10 book merit certificates (K-2)**

KT - Audrey

**30 book merit certificates (K-2)**

KLD - Smit

2K - Matilda, Georgia

2B - Lachlan

Your certificate will be presented at a future assembly.

**Congratulations to the following students in Years 3-6 who have completed the Premier's Reading Challenge:**

3/4P: Evie, Rylan, Indiana

5/6G: Diona, Carly, Seth, Michael, Savannah, Imogen, Conor, Charlotte

5/6M: Cooper B, Hunter, Hayden, Keenan, Seth

5/6ST: Gracie-Mae, Mila-Jade, Izaac, Rylan, Riley

Your official PRC certificate will arrive at the end of the year.

*Please note: Students' names are only included if the school has permission to publish.*

*The PRC closes Thursday 25<sup>th</sup> September.*

There have been some timetable changes for term three which may impact which day your child comes to the library.

Mon: K-2K & 4-6G

Tues: KLD, 1FD, 1G, 2B & 2K

Wed: 3/4P, 3/4R, 5/6G & 5/6M

Thurs: KT, 1-6R, 3/4M & 5/6ST



Issue 6 of Book Club was handed out to students last week.

Orders will close **Friday 12<sup>th</sup> September**. Please note we are no longer accepting cash orders. All orders are to be paid online via LOOP. Details are inside the back of the catalogue. Spare copies are available from the office.

Thank you, Mrs Baxter

Teacher Librarian, PRC & Book Club Co-ordinator



# CLASS OF THE WEEK: 5/6G

What's your favourite sport to do outside of school?

- Handball
- Oztag
- Cricket
- Soccer
- Basketball
- Touch Footy

DOES PINEAPPLE BELONG ON A PIZZA?

- Yes - 11
- No - 15

WHAT IS YOUR FAVOURITE FITNESS GAME?

- Stratejiki (Safe Zone)
- Dodgeball
- Golden Child
- BinBall
- Soccer

WHO IS YOUR SRC?

Diona



WHAT'S THE BEST THING ABOUT MISS GUBBINS?

- Shes kind
- She's patient
- She teaches well
- Lets us play silent ball
- Everything!
- Shes accepting
- The best teacher

WHAT IS YOUR DREAM PLACE TO VISIT?

- Disney Land
- Japan
- Fiji
- Temani House
- The beach
- NYT Square
- Jamaica
- Greece
- Tim Burton's Museum



# STAGE 3

## CANBERRA CAMP

Stage 3 had an exciting camp to Canberra, where they watched a live parliament session at Parliament House, listened to powerful stories at the War Memorial, learnt how to vote at the Australian Electoral Commission, and finished the trip with hands-on fun exploring science at Questacon. This exploration was based on their MAPPEN learning from Term 2.



## ENGLISH

Our English unit this term was based on the novel August and Jones by Pip Harry, where students explored characterisation and the powerful themes of friendship and kindness. This alpaca artwork links to the book as we focused on blending techniques and developing precise fine motor movements in art.



## MATHS

During Maths we have been learning about:

- Area model
- Factorising
- Exploring decimals
- Choosing efficient strategies

In Week 5 we celebrated Book Week, a wonderful event that highlighted the joy of reading and imagination. Students enjoyed dressing up as their favourite book characters, sharing stories, and taking part in fun activities that celebrated the importance of books and storytelling.

## BOOK WEEK



We have also worked on basic algebra and provided opportunities for students who felt comfortable to extend themselves with more challenging problems.



**ROYAL LIFE SAVING**  
NEW SOUTH WALES

**Swim  
and  
SURVIVE**

# FREE ADULT LEARN TO SWIM PROGRAM



Open to adults with limited or no swimming experience



Safe, welcoming, and culturally inclusive



Completely free for eligible participants



This program helps adults develop essential swimming skills and water safety knowledge, so that they feel safe, confident, and enjoy the water.

**Join this program at:**



**Shaw Swim Werrington County**



October 5th to December 9th



Various Times: Sun, Mon & Tue



Scan the QR to book!  
*Limited spots available*



(02) 9634 3700



swimandsurvive@royalnsw.com.au



drowningprevention.org.au



# COMMUNITY SERVICES HUB

## Need help accessing services?

Get the support you need from community and government services all in one place. Whether it's help with documents, payments, fines, or everyday challenges, service providers will be available to assist you on the day.

**For more information call us on (02) 9853 3333**

**Date:** Wednesday, 10 September 2025

**Time:** 10:00am - 2:00pm

**Location:** 1 Mimika Avenue, Whalan

**Don't miss out!  
Register your interest now!**



**Services Attending**





**You're invited to our**

# **CHRISTMAS**

*in the  
Courtyard*

**FRIDAY | 5TH | DECEMBER**  
**6.30 TO 8PM | 2025**

**Gates open at 6:00pm**

Bring your family, friends and sit back and enjoy  
the show!

All students will need to wear a Christmas T-Shirt



# Compulsory school attendance

## Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

### What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling.

Once enrolled, children are required to attend school each day it is open for students.

### The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

### What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

### Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

### My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

### What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

### What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

### Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

# Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life



## More information

Further Information regarding school attendance can be obtained from the following websites:

### Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website

### The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website

### Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on **131 450**. You will not be charged for this service.



# Coming Soon at Werrington County PS...

## Term 3 and 4, 2025 Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>9</b>	<b>15 Sept</b> K-6 Gymnastics	<b>16 Sept</b> Years 3-6 Touch Football Try Day	<b>17 Sept</b> K-6 Recognition Assembly 2.15pm  P&C Meeting 9am	<b>18 Sept</b> 3-6 Public Speaking Competition Finals – <i>Note Date Change</i>	<b>19 Sept</b> Peer Support
<b>10</b>	<b>22 Sept</b> K-6 Gymnastics	<b>23 Sept</b>	<b>24 Sept</b> K-6 Principals Assembly 2.15pm	<b>25 Sept</b>	<b>26 Sept</b> Last Day of Term 3  Peer Support  Newsletter Day
<b>Term 4 Week 1</b>	<b>13 Oct</b>  <b>Staff Development Day</b> <i>Students do not attend school today.</i>	<b>14 Oct</b>	<b>15 Oct</b>	<b>16 Oct</b>	<b>17 Oct</b> Peer Support
<b>2</b>	<b>20 Oct</b> K-2 Penrith Lakes Excursion – Group 1	<b>21 Oct</b> K-2 Penrith Lakes Excursion – Group 2	<b>22 Oct</b> K-6 Assembly 2.15pm	<b>23 Oct</b> 2026 Kindergarten Parent Information Session 6pm	<b>24 Oct</b> Peer Support  Newsletter Day
<b>3</b>	<b>27 Oct</b>	<b>28 Oct</b> Stage 2 Excursion	<b>29 Oct</b>	<b>30 Oct</b>	<b>31 Oct</b> Peer Support
<b>4</b>	<b>3 Nov</b> 2026 Kindergarten Orientation Visit 1	<b>4 Nov</b>	<b>5 Nov</b> K-6 Assembly 2.15pm	<b>6 Nov</b>	<b>7 Nov</b> Peer Support  Newsletter Day
<b>5</b>	<b>10 Nov</b>	<b>11 Nov</b>	<b>12 Nov</b> 2026 Kindergarten Orientation Visit 2  Penrith Valley Public Speaking Grand Final	<b>13 Nov</b>	<b>14 Nov</b> Peer Support
<b>6</b>	<b>17 Nov</b> 2026 Kindergarten Orientation Visit 3	<b>18 Nov</b>	<b>19 Nov</b> K-6 Assembly 2.15pm	<b>20 Nov</b>	<b>21 Nov</b> Peer Support  Newsletter Day
<b>7</b>	<b>24 Nov</b>	<b>25 Nov</b>	<b>26 Nov</b> 2026 Kindergarten Orientation Visit 4	<b>27 Nov</b>	<b>28 Nov</b>
<b>8</b>	<b>1 Dec</b>	<b>2 Dec</b>	<b>3 Dec</b> Presentation Day	<b>4 Dec</b>	<b>5 Dec</b> Christmas in the Courtyard  Newsletter Day
<b>9</b>	<b>8 Dec</b>	<b>9 Dec</b>	<b>10 Dec</b> Recognition Assembly	<b>11 Dec</b>	<b>12 Dec</b>
<b>10</b>	<b>15 Dec</b> Year 6 Graduation Assembly  Reports go home  Year 6 Farewell	<b>16 Dec</b>	<b>17 Dec</b> K-6 Principals Assembly 2.15pm	<b>18 Dec</b>	<b>19 Dec</b> Newsletter Day  Last day of Term 4 and 2025



# WERRINGTON COUNTY PUBLIC SCHOOL

## BEHAVIOUR MANAGEMENT FRAMEWORK



REMEMBERS: ● Behaviour is information ● Behaviour is driven by thoughts, feelings & experiences ● All behaviours of all students are the responsibility of every teacher in the school.

### BEHAVIOUR MANAGEMENT STEP CHART

<b>VERBAL REMINDER CALM/BASELINE LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>☑ Compliance</li> <li>👤 On-task</li> <li>👂 Listening</li> <li>🗣️ Following Instructions</li> <li>👍 Playing Nicely</li> <li>🤝 Engagement</li> <li>+ Positive Language</li> </ul> <p><i>If you're not 'capturing' and recognising <b>POSITIVE BEHAVIOUR</b> often, then you will never see a change in the behaviours you want to see.</i></p>	<b>TEACHER CONFERENCE LOW LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>👤 Off-task</li> <li>👊 Running on hard surfaces</li> <li>🗣️ Speaking out of turn</li> <li>📄 Work Avoidance</li> <li>🗣️ Speaking Loudly</li> <li>🗣️ Calling Out</li> <li>⌚ Taking too long</li> <li>🤪 Silliness</li> <li>+ others</li> </ul>	<b>YELLOW SLIP MINOR LEVEL</b> point-in-time managed <ul style="list-style-type: none"> <li>🗣️ Inappropriate Language</li> <li>🗣️ Disruption</li> <li>🕒 Late to Class</li> <li>🚫 Non-Compliance</li> <li>👤 Physical Contact</li> <li>🗣️ Cheating</li> <li>👤 Property Misuse</li> <li>🚫 Out of Bounds</li> <li>🗣️ Area Specific Expectations</li> </ul>	<b>ORANGE SLIP MAJOR LEVEL</b> point-in-time managed with executive guidance <ul style="list-style-type: none"> <li>🗣️ Abusive Language</li> <li>🗣️ Purposeful Disruption</li> <li>🕒 Regularly Late to Class</li> <li>🚫 Defiance/Refusal</li> <li>👤 Repeated Non-Compliance</li> <li>👤 Aggressive Behaviour</li> <li>🗣️ Repeated Cheating</li> <li>👤 Property Damaged/Vandalism</li> <li>🚫 Repeatedly Out of Bounds</li> <li>👤 Theft</li> <li>🗣️ Repeated Area Specific Expectations</li> </ul>	<b>RED SLIP SIGNIFICANT LEVEL</b> referral to school Executive <ul style="list-style-type: none"> <li>🗣️ Repeated Abusive Language</li> <li>🗣️ Repeated Purposeful Disruption</li> <li>🕒 Repeatedly Late to Class</li> <li>🚫 Repeated Defiance/Refusal</li> <li>👤 Repeated Aggressive Behaviour</li> <li>🗣️ Repeated Destruction of Property</li> <li>👤 Physical Violence</li> <li>👤 Truancy</li> <li>👤 Theft</li> <li>👤 Criminal Behaviour</li> </ul>	<b>PURPLE SLIP CRISIS LEVEL</b> immediate escalation to Principal or delegate. <ul style="list-style-type: none"> <li>🗣️ Continuing persistent behaviour disobedience</li> <li>👤 Aggressive Behaviour</li> <li>👤 Physical Violence</li> <li>👤 Possession/Use of weapon, firearm, or knife</li> <li>👤 Possession/Use/Supply of a drug or illegal substance</li> <li>👤 Serious criminal behaviour related to the school</li> <li>👤 Use of implement as a weapon</li> <li>👤 Serious behaviours of concern (pending expulsion)</li> </ul>
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### RESTORATIVE FRAMEWORK

<b>PRIMING FOR SUCCESS</b> Everywhere, any time! <b>RESTORATIVE CIRCLES</b> Preventative, positive interactions <b>POSITIVE PRIMING</b> Positively stated expectations <b>AFFECTIVE STATEMENTS</b> Tells the listener how the person feels and why	<b>REINFORCE EXPECTED BEHAVIOURS</b> Tells the listener how the person feels and why <b>POSITIVE PRIMING</b> Positively restate expectations	<b>EXPECTATION CLARITY</b> 🗣️ <b>NOTIFY:</b> I can see that you have been ... 🗣️ <b>IMPACT:</b> "How does this behaviour impact you? Others?" 🗣️ <b>GOAL:</b> "What do you need to do to turn this around?" 🗣️ <b>EXPECTATION:</b> "Can we agree that if you don't turn it around, this will be the consequence ..." <b>Possible restorative repair actions:</b> <ul style="list-style-type: none"> <li>👤 Assisting with classroom set up or pack up or playground</li> <li>👤 Complete learning task (no more than 5 min playtime)</li> </ul> <b>THEN ...</b> Teacher to record in <b>Sentral</b>	<b>PAST - PRESENT - FUTURE</b> 🗣️ <b>PAST</b> Get the facts. Tell me what happened. 🗣️ <b>PRESENT</b> How are we feeling right now? Why is that important? 🗣️ <b>FUTURE</b> What are we going to do to make things right? Actions speak louder than words. <b>Possible restorative repair actions:</b> <ul style="list-style-type: none"> <li>📄 Write an apology letter</li> <li>👤 Community service that repairs the harm</li> <li>👤 Organised play repair session</li> </ul> <b>THEN ...</b> Teacher to record in <b>Sentral</b> and <b>teacher to contact parent/caregiver</b>	<b>EXECUTIVE INTERVENTION</b> ? <b>ENQUIRE</b> Tell me what happened. What were you thinking at the time? 🗣️ <b>ENGAGE</b> Did we hear your side of the story? Were you asked for it? 🗣️ <b>EXPLAIN</b> Are you clear on what went wrong, how it affected people and what we're doing about that together? 🗣️ <b>EXPECTATION</b> Are you super clear on whether there are consequences coming for failing to live up to the standards we've set? What are you going to do to make things right? <b>Possible follow up actions:</b> <ul style="list-style-type: none"> <li>👤 Consequences to be determined based on harm and impact</li> <li>👤 Caution or suspension</li> <li>👤 Suspension</li> </ul> <b>THEN ...</b> Record in <b>Sentral</b> & Exec to make a decision on consequences based on <b>harm and impact</b> and contact parent/caregiver.	<b>SUSPENSION</b> 🚫 Continuing persistent behaviour disobedience 🚫 Aggressive Behaviour 🚫 Physical Violence 🚫 Possession/Use of weapon, firearm, or knife 🚫 Possession/Use/Supply of a drug or illegal substance 🚫 Serious criminal behaviour related to the school 🚫 Use of implement as a weapon 🚫 Serious behaviours of concern (pending expulsion) <b>Possible follow up actions:</b> <ul style="list-style-type: none"> <li>👤 Caution or suspension</li> <li>👤 Suspension</li> </ul> <b>THEN ...</b> Record in <b>Sentral</b> & Principal or delegate to make a decision on consequences based on <b>harm and impact</b> and phone calls home.
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How can I access support for managing behaviour?



Learning & Support referral



Discuss with an Executive



Ask for a Functional Behaviour Assessment



Seek Real Schools support