



# ROUS PUBLIC SCHOOL 2018 GOOD DISCIPLINE AND EFFECTIVE LEARNING GUIDE

## INTRODUCTION

At Rous Public School, we are committed to the provision of quality teaching within a caring, safe and supportive learning environment. In order for all students to achieve learning outcomes, staff believe in setting high expectations for both learning and behaviour. **Good discipline is essential** if schools are to succeed in helping **students become self-directed, life-long learners** who can create a positive future for themselves and contribute as a valued member of society.

This guide therefore outlines this school's beliefs and aims regarding good discipline and effective learning. Further, it provides a clear articulation of the programs, strategies and procedures in place to ensure all students achieve to the best of their individual capacity.

## GOOD DISCIPLINE AND EFFECTIVE LEARNING

- Students require support and guidance in learning how to read and write they also require support and guidance in learning the strategies of appropriate, **respectful and cooperative behaviour**.
- Students learn best in a **settled, supportive, ordered, engaging and caring environment**.
- **Teachers are responsible** for the provision of such an environment (classroom, outdoors) through which students can learn without disruption and distraction.
- **Consistency of practice, expectation and standard among the teaching staff is essential** if students are to systematically build their capacity for appropriate, respectful and cooperative behaviour.
- Students who do misbehave will be supported through provision of consequence and the opportunity for reflection and restitution. This will assist them in taking responsibility for chosen behaviours, to learn from mistakes and support positive choice making in the future.

## AIMS

Students will:

- behave in accordance with the school's expectations;
- practise respectful interaction and the peaceful resolution of conflict;
- learn to take responsibility and make restitution for their behavioural choices;
- respect the right of each other to learn in an environment without disruption and distraction;

- learn and practise the Stop Think Do process to assist in making good choices and problem solving;
- learn to include others embrace the individual differences in each other;
- work in partnership with staff and parents to ensure that all members of the school community are treated fairly and with dignity.

## ROUS SCHOOL'S EXPECTATIONS

At Rous Public School Positive Behaviour for Learning (PBL) is implemented with training for staff to continue in 2018. The school's expectations within all school settings are:

1. Be a Learner
2. Be Respectful
3. Be Safe

Class teachers explicitly teach the expectations following the scope and sequence each term.

Week	Area / setting
1	Classroom
2	Daily/ weekly assembly
3	Fixed equipment/ sports equipment
4	sandpit
5	Transition
6	Before school/ cola
7	Afterschool/ bus lines
8	Eating areas/ canteen
9	Office/ notes/ sick bay
10	Grassed area

- all students strive towards the values and standards of behaviour outlined in our expectations;
- these expectations are explicitly taught and regularly reinforced by all teaching and non-teaching staff both in the classroom and the playground;
- these expectations are modelled by all staff;
- these expectations are displayed in all classrooms and other school settings;
- PBL (our school's expectations) underpin the school's discipline processes and strategies; and
- that all student behaviour (positive or otherwise) be related back to these expectations.

## Rous Public School Expected Behaviours Matrix

Areas	Be a Learner	Be Respectful	Be Safe
Daily Assembly	<ul style="list-style-type: none"> <li>*Look at the speaker</li> <li>Face the front</li> <li>*Legs crossed/still,</li> <li>*Hands in lap, lips closed</li> </ul>	<ul style="list-style-type: none"> <li>*Hats in laps</li> <li>*Listen to the speaker</li> <li>*Follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Sit in 2 straight even lines</li> <li>*Walk</li> </ul>
Weekly Assembly	<ul style="list-style-type: none"> <li>*Look at the speaker</li> <li>*Face the front</li> <li>*Legs crossed/still,</li> <li>Hands in Lap, Lips closed</li> </ul>	<ul style="list-style-type: none"> <li>*Listen to the speaker</li> <li>*Follow teacher instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Sit in 2 straight even lines</li> <li>*Walk</li> <li>*Carry chairs in front with chair legs down</li> </ul>
Before School	<ul style="list-style-type: none"> <li>*Wait for teacher to come on duty</li> </ul>	<ul style="list-style-type: none"> <li>*Follow teacher instructions</li> <li>*Sit quietly</li> </ul>	<ul style="list-style-type: none"> <li>*Sit on the stage</li> <li>*Keep all belongings with you</li> <li>*Keep hands and feet to self</li> </ul>
After School	<ul style="list-style-type: none"> <li>*Walk in lines to cola with teacher</li> <li>*Listen to home time messages</li> </ul>	<ul style="list-style-type: none"> <li>*Follow teachers' instructions</li> <li>*Students to see a teacher when parent has arrived to collect them</li> </ul>	<ul style="list-style-type: none"> <li>*Play in bounds areas</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>*Move quietly</li> </ul>	<ul style="list-style-type: none"> <li>*Follow staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Keep hands and feet to self</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>*Orders in tubs before school</li> </ul>	<ul style="list-style-type: none"> <li>*Line up quietly</li> <li>*Use manners (please and thank you)</li> <li>*Rubbish in bin</li> </ul>	<ul style="list-style-type: none"> <li>*Eat your own food</li> <li>*Wait on the verandah</li> <li>*Follow staff instructions</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>*Follow the five Ls for good listening</li> <li>*Have all necessary equipment</li> <li>*Attempt all tasks</li> <li>*Ask for help</li> <li>*Help others if asked</li> </ul>	<ul style="list-style-type: none"> <li>*Follow the teachers' instructions.</li> <li>*Put your hand up to speak</li> <li>*Wipe feet on mat at door</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Sit on the chair with all four chair legs on the floor</li> <li>*Keep hands and feet to self</li> <li>*Use your own belongings</li> <li>*Keep belongings in tub/desk/bag</li> <li>*Ask teacher permission to leave the room.</li> </ul>
Office	<ul style="list-style-type: none"> <li>*Follow staff instructions</li> <li>*Notes to the office before class time</li> </ul>	<ul style="list-style-type: none"> <li>*Wait quietly at office window</li> <li>*Use manners</li> <li>*Wipe feet on mat at door</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Keep hands and feet to self</li> </ul>

Equipment	<ul style="list-style-type: none"> <li>*Follow teacher instructions</li> <li>*Share equipment space.</li> <li>*Use at playtime</li> </ul>	<ul style="list-style-type: none"> <li>*Use school talk</li> <li>*Wait for your turn</li> </ul>	<ul style="list-style-type: none"> <li>*Use equipment for its purpose</li> <li>*Walk</li> <li>*Stop, think, do</li> </ul>
Grassed Area	<ul style="list-style-type: none"> <li>*Set the rules of the game</li> <li>*Try new skills</li> <li>*Help others when needed</li> </ul>	<ul style="list-style-type: none"> <li>*Follow staff instructions</li> <li>*Use school talk</li> <li>*Return equipment to the sports shed</li> </ul>	<ul style="list-style-type: none"> <li>*Wear a wide brimmed.</li> <li>*Hands and feet to self</li> <li>*Play inbounds area</li> <li>*Use equipment for its purpose</li> <li>*Stop, think, do</li> </ul>
Cola	<ul style="list-style-type: none"> <li>*Set the rules of the game</li> <li>*Help others when needed</li> </ul>	<ul style="list-style-type: none"> <li>* Follow staff instructions</li> <li>*Use school talk</li> <li>Return equipment to the sports shed</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Use equipment for its purpose</li> <li>* Play inbounds area</li> <li>*Stop, think, do</li> </ul>
Sandpit	<ul style="list-style-type: none"> <li>*Share the space</li> <li>*Keep sand in pit</li> <li>*Take care of your belongings</li> <li>*Set the rules of the activity</li> </ul>	<ul style="list-style-type: none"> <li>*Follow staff instructions</li> <li>*Return equipment to the sports shed</li> </ul>	<ul style="list-style-type: none"> <li>*Use equipment for its purpose</li> <li>*Keep hand and feet to self</li> <li>*Stop, think, do</li> </ul>
Eating Area Lunch	<ul style="list-style-type: none"> <li>*Put rubbish in bin</li> </ul>	<ul style="list-style-type: none"> <li>*Follow staff instructions</li> <li>*Return belongings to verandah when instructed</li> </ul>	<ul style="list-style-type: none"> <li>*Sit to eat</li> <li>*Eat your own food</li> <li>*Wear a wide brimmed hat</li> <li>*Stay inbounds area</li> </ul>
Eating Area Recess	<ul style="list-style-type: none"> <li>*Put rubbish in the bin</li> <li>*Speak with a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>*Follow instructions</li> <li>*Return belongings to verandah when instructed</li> </ul>	<ul style="list-style-type: none"> <li>*Sit in COLA area to eat</li> <li>*Eat your own food</li> </ul>
Toilets & Bubblers	<ul style="list-style-type: none"> <li>*Ask permission if in class and return directly</li> <li>*Turn off taps</li> <li>*Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>*Keep area clean</li> <li>*Let others have their privacy</li> <li>*Report issues</li> </ul>	<ul style="list-style-type: none"> <li>*Use equipment for its purpose</li> <li>*Take turns</li> <li>*Stop, think, do</li> </ul>
Bus Lines	<ul style="list-style-type: none"> <li>*Ensure bag is closed</li> </ul>	<ul style="list-style-type: none"> <li>*Follow staff instructions</li> <li>*Line up in 2 straight lines</li> <li>*Take care of your own belongings</li> </ul>	<ul style="list-style-type: none"> <li>*Stand in your correct line</li> <li>*Check for your bus buddy</li> <li>*Walk</li> <li>*Wait at the gate</li> <li>*Board bus when directed by teacher</li> </ul>

## STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

To achieve good discipline and effective learning, students will explicitly be taught a range of strategies and participate in activities. The following practices will foster good discipline and effective learning.

### 1. Supporting Students in Achieving Success in Learning

Rous Public School offers a relevant and current curriculum through the provision of quality teaching and learning. We believe that ALL STUDENTS CAN LEARN and that all students are entitled to learn in an environment free from disruption.

Teachers will work to implement quality management strategies and curriculum delivery designed to engage and meet the individual learning needs of each student.

The school offers a range of programs including Learning and Support Teacher Assistance, School Counsellor and Funding Support to assist students with learning difficulties and disabilities.

As well, the school provides a range of programs designed to extend and support students demonstrating talents.

### 2. Positive Behaviour for Learning

At Rous Public School, programs are implemented during PBL, PDHPE, and Peer Support lessons to nurture positive social skill development, self-discipline and the peaceful resolution of conflict.

The aims of lessons include:

- ✚ to improve student social skills and peer relationships whilst preventing negative behaviour and peer rejection;
- ✚ to provide students with skills and resources to manage their disputes and peacefully resolve conflict;
- ✚ to provide all students with the opportunity to actively participate in the playground and contribute to the variety of activities which may be offered;
- ✚ to develop social relations between teachers and students through effective and democratic behaviour management techniques and shared social skill training;
- ✚ to ensure a consistent response by staff to playground disputes and problems in school settings which serves to reinforce our school's expectations.
- ✚ to develop senior students (year 6 leaders) as role models in displaying the school's expectations as well as peer mediators who can assist younger students in solving small problems.

### 3. Student Representative Council (SRC)

The Rous Public School SRC is another important program that supports good discipline and effective learning. The Student Representative Council aims to:

- ✚ provide a forum for student opinion
- ✚ support and guide the development of students' leadership skills and capacities
- ✚ promote improvement throughout the school through committee membership
- ✚ provide a role model of the school's expectations to students

The members of the SRC consist of all year 6 students nominated as well as representatives from years 4 and 5 elected through a ballot. School captains are elected by peers and staff.

Members of the SRC will represent the student body at formal occasions, special assemblies, ANZAC Day ceremonies and welcoming special visitors to the school. Members will contribute to decisions that support and enhance a high quality of school life for all students attending Rous.

#### 4. Buddy Program

Year 6 students take on the responsibility in caring and supporting a Kindergarten student enrolled at Rous School. The program aims to:

- ✚ assist in building a nurturing tone throughout the school by establishing supportive across-grade STUDENT NETWORK;
- ✚ provide opportunities for students to engage in PEER TUTORING;
- ✚ enhance the LEADERSHIP SKILLS of senior students;
- ✚ encourage the development of POSITIVE RELATIONSHIPS and a sense of BELONGING;

#### Other Programs

As well as the major programs mentioned previously, the school also implements a range of other programs to build students' personal and social skill development. Some of the more common programs include:

- ✚ Learning Support Team program
- ✚ Drug Education program
- ✚ Child Protection program
- ✚ Anti-racism program
- ✚ Student-led Assembly program
- ✚ Charities and Fundraising program
- ✚ School Counsellor program
- ✚ Home School Liaison Officer program
- ✚ Community Volunteer program

#### 5. Use of Good Behaviour Management Techniques by Staff

An important element in the achievement and maintenance of good discipline and effective learning is the use of good behaviour management techniques by teaching staff. Fundamental management techniques for teachers to use include:

- ✚ always being both PREPARED and ORGANISED for lessons each day;
- ✚ using EXPLICIT TEACHING – articulating the purpose of the lesson, modelling, guiding, clarifying and reviewing, regularly checking for understanding; providing clear simple instructions, providing opportunity for students to practice and apply concepts and providing clear conclusions to each lesson;
- ✚ making ADJUSTMENTS to the learning program to remediate or extend students as appropriate;
- ✚ establishing clear and consistent CLASSROOM ROUTINES;
- ✚ MODELLING of respectful, caring and controlled behaviour;
- ✚ setting CLEAR expectations and consequences for students reflecting the school's expectations in all school settings
- ✚ being purposeful in SEATING ARRANGEMENTS for students; (E.g. minimising distraction between students, like learning groups, project groups, cooperative learning, peer tutoring, mentoring etc);

- ✚ PRAISING and REWARDING students consistently for individual effort and achievement (handing out of green slips, tickets or teacher rewards);
- ✚ using PROXIMITY and moving around the room regularly during lessons to maximise student on-task time;
- ✚ remaining POSITIVE, optimistic and encouraging – working to build a positive and supportive classroom environment;
- ✚ MOVING STUDENTS through the school in an orderly fashion and moving students within the classroom ensuring minimum disruption; (school expectations in school settings);
- ✚ REDIRECTING through praising peers who are on task;
- ✚ REDIRECTING through expectation reminders for all students;
- ✚ using TACTICAL IGNORING, where possible, rather than disrupting the flow of the lesson;
- ✚ avoiding taking behaviour PERSONALLY and working at diffusing rather than escalating a potential negative and/or disruptive situation;
- ✚ making learning PURPOSEFUL and ENGAGING; and
- ✚ consider SAFETY of students when planning activities

## STRATEGIES TO REWARD AND RECOGNISE STUDENT ACHIEVEMENT

We believe that ALL STUDENTS CAN LEARN and that STUDENTS DEVELOP AT DIFFERENT RATES therefore it is important to employ a system of rewards and recognition that is fair, equitable, is responsive to individual student capacity and avoids cultural or gender bias. The following practices will be employed to ensure the due reward and recognition of all students who attend Rous Public School.

### 1. Student Recognition Scheme ( Green Slips)

The Student Recognition Scheme aims to encourage **positive behaviours and efforts** in maintaining a positive tone throughout the school and reward students who:

- ✚ Follows the school's expectations and values program
- ✚ Demonstrates effort in their learning;
- ✚ Demonstrate leadership, citizenship and pride in the school.

Students accumulate their green slips to gain awards across the following three levels.

- ✚ **BRONZE AWARD:** Requires an accumulation of 5 green slips
- ✚ **SILVER AWARD:** Requires an accumulation of 3 bronze awards
- ✚ **GOLD AWARD:** Requires an accumulation of 3 silver awards

The principal presents the awards at the weekly assembly with students recognised for their achievement in the school newsletter. (It is the Principal's discretion when students will receive their award at the assembly)

NOTE: Gold awards recipients are entitled to a milkshake with the Principal.

### 2. Merit Certificate Scheme ( Assembly Certificates)

The merit certificate scheme is both an incentive and reward program designed to motivate all students throughout the week to aspire to do their best in all aspects of their life at school, but particularly in regards to their learning and achievement during class time. All students are acknowledged for achieving **success at their level**. Teachers will



select three students per week to receive a Merit Certificate presented by the class teacher during the weekly school assembly.

Students paste their green slips and Merit Certificates in their Award Book.

### 3. Tickets Scheme

This award emphasises and promotes the importance of **kindness towards others**. This includes students who are helpful to others, who are genuinely caring and considerate of each other and who may give up their own time to support others. Teaching students EMPATHY and the skills that build EMOTIONAL INTELLIGENCE is fundamental to a happy and caring school community. Each week, Teachers will write out tickets for students demonstrating these values that may occur in the classroom or playground. Class teachers collect tickets, a ticket drawn per class at the weekly assembly. Students receive a small prize.

### 4. Miscellaneous Strategies for Recognition and Rewards

Rous Public School also implements a range of miscellaneous strategies, which recognise and reward student achievement and behaviour:

- ✚ personal acknowledgement from a teacher via a smile, a sticker or an encouraging comment;
- ✚ acknowledgement of student achievement in the school newsletter and the local media;
- ✚ communication books between teachers and parents as appropriate to individual student needs;
- ✚ recognition at whole-school assemblies and on special school occasions;
- ✚ end-of-year presentation awards, trophies and prizes;
- ✚ students being sent to the principal's office or to another class teacher for acknowledgement and praise;
- ✚ display of student work in different aspects of the school (classroom, foyer, assembly etc);
- ✚ provision of sporting awards, ribbons, certificates for both in-school and PSSA achievement; and
- ✚ acknowledgement of student participation and achievement in the extra-curricular activities undertaken

## STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

At Rous Public School a wide range of strategies are employed by staff to effectively deal with unacceptable behaviour. It is essential that the purpose of a student's behaviour is understood so that the school can make the best choices in managing unacceptable behaviour. The overall outcome the school aims to achieve in implementing strategies is that of a) restitution and b) modification of student behaviour.

RESTITUTION provides the student with the opportunity to take responsibility for his/her behaviour, to be strengthened as a person through learning from mistakes, and to learn to solve problems peacefully. In facilitating restitution, teachers will:

- ✚ talk about the school expectation to be demonstrated;
- ✚ ensure that satisfactory amends have been made regarding the misbehaviour;
- ✚ avoid personal criticism, imposed guilt or anger;
- ✚ discuss and implement an appropriate a consequence for the unacceptable behaviour as consistent with those articulated in this guide.



## 1. Consequences for behaviour that occurs in the Classroom

Each classroom teacher is **responsible for managing the behaviour** of students within their own classroom through the implementation of a range of strategies for dealing with unacceptable behaviour during class time. Each classroom teacher will ensure the regular reinforcement of the school's expectations within the context of their classroom discipline strategies.

Teachers will draw on:

**MINOR REPRIMAND/REMINDER** – This will be used by teachers for low order behaviours that require minor responses. (Name on board, smiley/sad faces).

**BEHAVIOUR SHEETS** – Teachers will provide students with a behaviour sheet to complete for behaviours that fail to meet our school expectations and disrupt the normal operation of the classroom. Behaviour sheets provide a record of the misbehaviour and outline the consequence implemented by the teacher. These sheets can form part of an ongoing pattern of student misbehaviour and used as a basis for referral to the Student Welfare Committee / supervisor / principal.

**IN-CLASS DETENTION** – Teachers may implement an in-class detention for misbehaviour that occurs during class time. Teachers will use this time to ensure that the student completes work that may not have been completed due to the misbehaviour. Teachers may also use this time to provide an opportunity for students to reflect on their behaviour and identify strategies for improvement.

**TEACHER-PARENT CONFERENCE** – From time-to-time, teachers may contact parents to discuss aspects of their child's behaviour at school. Parents may be contacted by teachers for:

- a. one-off incidents of a serious enough nature to cause the teacher to be concerned; and
- b. identified patterns of misbehaviour and/or concerning work habits.

These conferences provide the teacher with the opportunity to identify areas of concern, seek feedback and clarification with the parent and discuss strategies put in place to support improvement.

**TEACHER-PARENT COMMUNICATION BOOK** – As part of reinforcing the partnership between the teacher and the parent in supporting a child to improve their behaviour, a communication book may be used for parents and teachers to respond to behaviours and issues affecting their child. This strategy also ensures that the child concerned is able to take responsibility for any future misbehaviour and attain immediate recognition for observable improvements gained.

**REFERRAL OF STUDENT TO PRINCIPAL** – In cases where a child's behavioural issues are becoming a regular occurrence, class teachers may refer the student to their Principal for both intervention and advice. Referral of a child to the Principal will also provide the class teacher with the opportunity to discuss alternative interventions that may assist the child in modifying their behaviour. In discussing the child with the Principal, it will be important to refer to behaviour sheets, student work samples, class seating arrangements and social dynamics within the class to inform the context regarding the child's misbehaviour. Once a teacher has referred a child to the Principal for misbehaviour, the class teacher may also implement a series of consequences including time-out in their class, withdrawal from the playground, parent meeting with class teacher and principal.

**REFERRAL OF STUDENT TO THE STUDENT WELFARE TEAM** – As part of the intervention undertaken by the Principal, students with ongoing / recurring misbehaviour, will be referred to the student welfare team. This team will review the situation and seek to provide further advice and support which will assist both the teacher in developing an **individual behaviour management plan** for the child. This will involve the development of a student-specific reward and correction program to assist in breaking the pattern of misbehaviour. This plan should be implemented over a relatively short period. If improvement is not identified, then the following strategies may need to be employed. Parents will be informed a) when a student has been referred to the Student Welfare Team and b) of the content of the individual behaviour management plan.

**SCHOOL COUNSELLOR INTERVENTION** – In the case where teachers and supervisors have exhausted their strategies, the school counsellor, with parent approval, will be asked to provide an intervention and seek assistance regarding other support services and agencies, which may be drawn upon to assist the child.

**PRINCIPAL MEETING WITH PARENTS** – As part of the Principal Intervention strategy, parents will be invited to attend a meeting with the concerned parties to discuss the child's behaviour and review the interventions to date. This meeting may also be used as a formal warning of suspension should the child's misbehaviour continue. If parents are unable to attend the meeting, then the principal may also prepare a written letter of warning to be posted home to the parents.

**SCHOOL SUSPENSION** – School suspension will be used for continued misbehaviour and will occur in accordance with the NSW Department of Education and Training's Suspension Policy.

**BEHAVIOUR TEACHER SUPPORT** – Occasionally a student may be considered eligible for Regional Behaviour Team Support. Schools may seek application for a high-needs student to be placed on the Regional Behaviour Case Load and this would provide the student, school, supervisor and teacher with additional specialised support and strategies (research-based) which can be implemented over time.

**NOTE: The strategies mentioned above are not necessarily incremental in order or exhaustive and depending on the severity of the student's misbehaviour, a student may be referred immediately to the supervisor, Student Welfare Team and/or principal for appropriate intervention.**

## **2. Consequences for behaviour that occurs in the Playground**

Consistency of practice by teachers in the playground is paramount to a happy, peaceful and productive break time for students. Each classroom teacher is responsible to ensure the implementation of the following strategies with consistency when dealing with unacceptable behaviour in the playground.

Teachers will draw on:

**MINOR REPRIMAND/REMINDER** – This will be used by teachers for low order behaviours that require minor responses.

**SHORT TIME-OUT** – Teachers will use this when a student continues with the initial low order behaviour and can involve

- walking and talking with the teacher;
- sitting in the shade on a seat as directed...for up to 10 minutes.

Following this intervention, the student will be allowed to try again with improved behaviour.

**BEHAVIOUR SHEETS** – Teachers on playground duty will provide students with a behaviour sheet to complete for behaviours which fail to meet our school expectations and disrupt the normal operation of the of the playground. Behaviour sheets provide a record of the misbehaviour and outline the consequence implemented by the teacher. These sheets can form part of an ongoing pattern of student misbehaviour and used for referral to the Student Welfare Committee / supervisor / principal. The completion of a behaviour sheet will require timeout and discussion between teacher and student with relevant follow up information documented.

**LUNCH-TIME-OUT** – A lunch-time-out for repeated misbehaviour or misbehaviour of a more serious nature will be issued. Generally, the principal will supervise lunch-time-out and will provide an opportunity for students to reflect on their behaviour and identify strategies for improvement through the completion of a behaviour sheet.

**OTHER PROCEDURES AS PER CONSEQUENCES IN THE CLASSROOM (See Point 1)** – Should a child demonstrate ongoing misbehaviour in the playground of a more serious nature then parents will be informed and referral to principal will occur as per the strategies outlined in *Point 1 – Consequences for Behaviour which Occurs in the Classroom*. Repeated misbehaviour may lead to suspension from school as consistent with the NSW Department of Education and Training policy.

***The strategies mentioned above are not necessarily incremental in order or exhaustive and depending on the severity of the student's misbehaviour, a student may be referred immediately to the Principal/ Student Welfare Team for appropriate intervention.***

### 3. Time-out Procedures

The focus of time-out is 'REFLECTION, RESPONSIBILITY and RESTITUTION'. It is essential that students are provided with the opportunity to **reflect on** and **take responsibility** for the incorrect choices they have made which have led to their time-out. This will be provided through each student completing a Behaviour Sheet which asks the following: *What was happening? What should happen?*

The responses on the behaviour sheets are then discussed with the teacher/ principal and future scenarios are considered so that the student is provided with a range of strategies that if used, will result in successful playground behaviour.

The principal will also use this time to reinforce with the student the school expectations and the values that underpin it. The student will also be given opportunity to develop strategies to **make restitution** for their behaviour.

Depending on the behaviour, some of these strategies might include:

- an apology to the appropriate parties; and
- school service – helping monitor playground, helping the Grounds Assistant with tasks or supporting younger students with successful play experiences.

#### 4. Suspension/Expulsion Procedures

There will be cases of unacceptable behaviour where it is in the best interests of the school community and/or the student involved, for the students to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.

Suspension is only one strategy within this school's discipline policy. Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours that led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as support teacher behaviour (STB).

In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students in the class.

**Short Suspension** - up to and including four school days will be imposed for the following reasons:

1. **Continued Disobedience.** This includes, but is not limited to breaches of the school discipline code such as refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
2. **Aggressive Behaviour.** This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

**Long Suspension** - If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. Generally, principals will impose a long suspension for

1. **Physical Violence:** which results in pain or injury or which seriously interferes with the safety and well-being of other students and staff.
2. **Use or possession of a prohibited weapon, firearm or knife**
3. **Possession or use of a suspected illegal substance.**

The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parent(s) or carer(s), to discuss the basis on which the suspension will be resolved.

Parents will be issued with a copy of the NSW Department of Education and Training's Suspension Policy and Procedures in the circumstance where their child has been suspended from school.

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