

Illaroo Road Public School

Student Behaviour and Discipline Procedures

Section A: Student Welfare

1. Introduction

Student Welfare at Illaroo Road Public School:

- encompasses everything the school community does to meet the personal, social and learning needs of students
- creates a safe, caring school environment in which students are nurtured as they learn
- is achieved through the total school curriculum and the way it is delivered
- incorporates effective discipline
- incorporates health and social skills programs
- stresses the value of collaborative early intervention when problems are identified
- provides ongoing educational services to support students
- recognises the diversity within the school and community and provides programs and support which acknowledge difference and promote harmony
- recognises the role that the school plays as a resource to link families with community services
- provides opportunities for students to:
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning

Parents and teachers share a commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning.

The school is not by itself responsible for, or equipped to develop, socially acceptable behaviour by students. That is a **shared responsibility** of parents and students in partnership with teachers.

Our school provides effective learning and teaching within secure, well-managed environments, in partnership with parents and the wider school community. This policy therefore relates to:

- effective learning and teaching
- positive climate and good discipline
- community participation

2. Discipline Principles

Underlying our policy on discipline are two principles of equal importance.

2.1 All students are entitled to learn. All teachers are entitled to teach.

Illaroo Road Public School aims to help the individual towards becoming a responsible self-sufficient person. We will endeavour to provide an atmosphere and environment in which co-operative development, mutual respect and a sense of responsibility towards both staff and students will be fostered.

The school encourages student self-discipline by helping them accept the responsibility for their own actions. The policy shows the consequence of unacceptable behaviour and signals to students and parents the development of behavioural problems at an early stage.

2.2 The school recognises that all students have basic rights and that everyone has the responsibility to respect the rights of others.

Illaroo Road Public School aims to guide the individual towards becoming a responsible self-sufficient person. The school will endeavour to provide an atmosphere and environment in which co-operation develops mutual respect and a sense of responsibility between staff and students.

3. Rights and Responsibilities

The school recognises that all students have basic rights and responsibilities:

RIGHTS	RESPONSIBILITIES
I have the right to learn to my full potential.	<ul style="list-style-type: none"> • to co-operate with teachers • to keep up to date with my work • to seek help at home if required • to complete tasks at school and at home • to try to do my best • to be organised • to allow others to learn without interference
I have the right to be treated fairly and equally as an individual.	<ul style="list-style-type: none"> • to respect other peoples' rights. • to be polite, courteous and use appropriate language • to share school equipment and play areas fairly • to be truthful and honest at all times • to own up to mistakes • to be fair to all
I have the right to learn in a positive, safe and clean environment.	<ul style="list-style-type: none"> • to care for the school environment. • to care for furniture, buildings and equipment • to move, behave and play safely in designated play areas
I have the right to be safe. No one will threaten me, hit me or hurt me.	<ul style="list-style-type: none"> • to accept others as equals • to help others • to not call people names or cause fights • to not injure others • to obey school rules • to not bring dangerous or prohibited items to school ie weapons or drugs
I have the right to expect my property to be safe	<ul style="list-style-type: none"> • to not steal, damage or destroy school property or the property of others • to return all equipment borrowed • to keep out of out-of-bounds areas • to keep my property organised • to ask permission before using the property of others • to return borrowed equipment to the owner
I have the right to attend a school that is well respected by the community	<ul style="list-style-type: none"> • to behave well, outside and within the school • to wear the school uniform • to behave well on excursions • to dress in correct sports uniform
I have the right to be guided towards the development of my own self-control in a well planned and organised school	<ul style="list-style-type: none"> • to be punctual • to move about the school in an orderly fashion • to be in the right place at the right time • to deliver and return notes promptly • to use all school facilities in a sensible manner

4. Core Values

4.1 At Illaroo Road Public School, our values are:

- **be safe**
- **be respectful**
- **be responsible**

Our values are supported by the Behaviour Expectation Matrix, which outlines the expected behaviours of students in each area of our school.

5. Playground Expectations

5.1 See the Behaviour Expectation Matrix and Effective Playground Management.

6. Safety

Safety and injury prevention is an important aspect of our Student Behaviour and Discipline Procedures. Better safety and injury prevention for students and staff can be achieved through:

6.1 Classrooms

- implementing effective teaching and learning programs in the classroom
- developing routines and a classroom behaviour management plan for **all** students
- checking classroom fittings, furniture and equipment on a regular basis
- ensuring staff have current information on emergency contacts and existing medical conditions
- referring sick students to the school clinic by sending an 'Information Advice'
- identifying and modifying hazardous environments, behaviours or procedures
- implementing 'safety' programs in the classroom. See PD/Health/PE syllabus.

6.2 Playground

- implementing 'Playground Management' procedures and 'Playground Rules' consistently.
- identifying and modifying hazardous playground environments, behaviours, games or activities
- close supervision of students playing on fixed equipment
- reviewing playground rules and management procedures with your class on a regular basis
- referring injured or sick students to the school clinic
- if a serious injury occurs an 'Information Advice' must be sent to the office (**caution:** If the student appears to be seriously injured or unconscious, send for an executive staff member)
DO NOT MOVE THE PATIENT FROM THE SCENE

6.3 Canteen

- having students line up for service adjacent to the service windows
- ensuring only one student at a time is being served at each serving point and everyone else behind the red line
- canteen staff are to follow standard public hygiene procedures when handling food
- a maximum of two Year 6 students are allowed into the canteen for food preparation before school under the direct supervision of the canteen supervisor
- a maximum of three Year 6 students can serve food at recess /lunchtimes under the direct supervision of the canteen supervisor
- no other students/children are permitted in the canteen

6.4 Sport

- having students participating in competition sport or practice, or any strenuous activity, ‘warm up’ at the beginning and ‘cool down’ at the end
- providing students with the skills and technique to play the sport safely
- implementing a fitness program and emphasising good nutrition and plenty of sleep
- providing adequate opportunities for participants to re-hydrate during and after exercise
- ensuring that the correct protective equipment and clothing is worn during all sport and physical activity
- checking that the playing area is safe for players and spectators
- implementing programs that allow students and staff to learn and obey the rules of their sport or games.

6.5 Excursions

- planning all school excursions in accordance with school procedures to ensure student, staff and parent safety
- identifying and modifying hazardous environments, behaviours or procedures that may be an aspect of a school excursion
- implementing the *NSW Transport Code of Conduct for School Students on Buses* on all excursions (see below - section 7)
- ensuring that staff have current information on existing medical conditions
- ensuring you take a first aid kit on all excursions
- checking the number of students/participants on excursions regularly: at the beginning and the conclusion of all excursions; when getting back on the bus; and at swimming venues after each swimming activity
- ensuring all parents, caregivers or volunteers accompanying school excursions have completed a *Prohibited Employment Declaration* prior to the excursion
- ensuring the completion of a vehicle and driver check list if staff members, parents, caregivers or volunteers are transporting students in their vehicles

7. Travel To and From School

The *NSW Transport Code of Conduct for School Students on Buses* requires students to behave responsibly to ensure the safety and comfort of all bus passengers. Free bus travel may be suspended or withdrawn for any breaches of the code by a student.

7.1 Students who travel on the bus

At the school bus lines under the COLA all students will:

- sit in appropriate lines according to their bus stops. Siblings may be together.
- wait patiently
- no eating while waiting in bus lines
- follow the school values

When travelling on a school bus, students will:

- remain seated at all times, until the bus stops at their bus stop
- contain all body parts within the confines of the vehicle
- obey the instructions of the driver
- carry their personal bus pass to be shown on boarding and when requested
- keep the aisle clear
- respect bus property, fellow passengers and the bus driver
- not eat, drink, or use offensive language
- not throw any article inside, or out of the bus.

While waiting at the bus stops, all students will:

- behave in an acceptable way
- not arrive more than 10 minutes before the bus is due in the morning
- respect other people's private property including no trespassing
- respect adults and fellow students

7.2 Students who wish to travel to school by bike should be in Years 3, 4, 5 or 6. They should be familiar with the road rules for cyclists, have a well maintained bicycle, wear an approved helmet and travel the safest route to school. As well, parents are asked to complete a 'Permission To Ride Bicycle To School' form each year and return it to school.

7.3 Students walking to and from school should follow the footpaths, obey all traffic laws and should travel home by the safest route.

7.4 Students must keep all balls in their school bags while travelling to and from school.

7.5 Supervision of students commences at 8:35am each morning. This is in line with the Department's policy on Supervision of Students (1987). In order that children remain 'safe and happy', please ensure that your child arrives after 8:35am.

Students arriving before 8:35am must remain seated in the courtyards.

8. School Uniform

- This is a separate policy. See Student Wellbeing Framework folder.

9. Internet and Email Services

9.1 Acceptable Usage Policy statement

- Use of the Internet and email services provided by the NSW Department of Education is intended for research, learning and communication between students and staff. Access to Internet and email at school will assist students to develop the information and communication skills necessary to use the Internet effectively and appropriately.
- Responsible use of the services by students, with guidance from teaching staff, will provide a secure and safe learning environment.
- Students using Internet and email services have the responsibility to report inappropriate behaviour and material to their teachers.
- Students who use the *Internet and Email services application* provided by the NSW Department of Education and Training must abide by the Department's conditions of acceptable usage. They should be made aware of the acceptable usage policy each time they log on.
- **Students should be aware that a breach of the policy may result in disciplinary action in line with the school's Student Behaviour and Discipline Procedures.**

9.2 Student Responsibilities

Students will:

- not disable settings for virus protection, spam and filtering that have been applied as a departmental standard
- ensure that communication through Internet and email services is related to learning
- keep passwords confidential, and change them when prompted, or when they have become known by another user
- use passwords that are not obvious or easily guessed
- never allow others to use their personal account

- log off at the end of each session to ensure that nobody else can use their personal account
- promptly tell their teacher if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable
- seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student
- never knowingly initiate or forward emails or other messages containing:
 - a message that was sent to them in confidence
 - a computer virus or attachment that is capable of damaging recipient's computers
 - chain letters or hoax emails
 - spam, eg unsolicited advertising material
- never send, access or publish:
 - unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments
 - threatening, bullying or harassing messages to another person or making excessive or unreasonable demands upon another person
 - sexually explicit or sexually suggestive material or correspondence
 - false or defamatory information about a person or organisation
- ensure that personal use is kept to a minimum and Internet and email services are generally used for genuine curriculum and educational activities
- not access unauthorised programs, software, graphics or music
- never damage or disable computers, computer systems or networks
- be aware that they are responsible for their actions while using Internet and email services
- be aware that the misuse of email and Internet services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services
- report any Internet site that is considered inappropriate

10. Mobile Phones at School

The school does not allow students to carry mobile phones at school. If a parent requires a student to bring a mobile phone to school for any reason, the parent must complete a permission note and arrange for the phone to be left in the school office for safe storage during school hours.

Office staff will keep a register of mobile phones in their care each day.

Students who use a mobile phone in school time to harass or bully other students from the school will be suspended. The school regards this offence as a serious matter.

Section B: Strategies to Promote Good Discipline and Effective Learning

1. Classroom Management

An essential part of the success of the Student Behaviour and Discipline Procedures is the emphasis placed upon effective classroom management and rules.

1.1 Classroom Management Programs

Positive discipline is an essential part of this school's behaviour management plan. In formulating a behavioural management plan, this school community acknowledges these practices to foster good discipline:

- lesson preparation and organisation- a thoroughly planned day is essential
- an established routine
- review and improve the routine when things aren't working well
- seek support from other teachers / executive in classroom management
- the curriculum should be challenging, stimulating and pitched at an appropriate level to meet individual student needs
- maintain pride in the room
- create a structured learning environment
- increase levels of student achievement through high expectations of both teachers and parents
- aspire students to do well through good classroom discipline
- support children in achieving success in learning
- classroom rules: collaboratively develop with students a small number of easily understood rules that are fair, clear and consistently applied
- have clear concise consequences for rule breaking
- stress positive actions when administering rules in the classroom
- consistently use motivational rewards for appropriate behaviour

Note – For urgent messages to the front office, teachers on class should send an 'Information Advice' note to the administration block.

1.2 Scripture

- scripture teachers will be given the same respect as all other visiting staff members
- school rules apply to scripture lessons
- students must be supervised by teachers at all times: going to, coming from, and during rostered scripture times.

1.3 Library

Programs and Borrowing

- All classes have a permanent weekly booking in the library and teachers are expected to attend the library with their class. Co-operative planning between class teachers and the teacher-librarian ensures effective library programs.
- Extra library times are available for classes week by week.
- Kindergarten students may borrow one book at a time and Y1-6 students may borrow two.
- The library is available for students to do independent research on arrangement with the teacher-librarian.
- Class book sets and unit/theme resource packs are available on request from the teacher-librarian.
- Computers may be used by students before school, between 8.35-9.00am, and during lunchtime, 1.35-2.00pm daily, supervised by the teacher-librarian.
- The library is available for students at lunchtime when there is wet weather.

2. Playground Management

Central to the success of these Student Behaviour and Discipline Procedures is the emphasis placed upon good, effective playground management and rules.

2.1 Effective Playground Management

Positive discipline is an essential part of this school's behaviour management plan. The following practices foster good playground discipline:

- all staff will remind students of the school values and playground rules
- duty teachers will stress the positive actions on which the playground rules are based
- sporting equipment may be borrowed during lunch time only, between 1.10-2.00pm
- prepare thoroughly for playground supervision-
 - know the procedures for morning, recess, lunch and dismissal duties
 - know who you replace on the duty roster and arrive promptly
 - know what rules apply to various areas eg. hall, canteen, courtyards and playgrounds
- establish a routine – actively patrol your area with a purpose
- seek support from other teachers / executive staff if it isn't going well in the playground
- inspire students to do well through-
 - shaping behaviour using positive dialogue
 - praise and acknowledgement for rule following
 - maintaining pride in the playground's appearance
 - giving out playground tickets for positive behaviour
- consistent application of playground rules
- consistent consequences for rule breaking

2.2 Time Out Areas

- students may be given playground 'Time Out' by 'walking with the teacher' on duty
- students may be sent to sit under the COLA for a time to be determined by the duty teacher
- more serious breaches of playground behaviour will be recorded in the green playground behaviour book by the teacher on duty
- these more serious breaches may result in 'Time Out' on the following day, held in a nominated room between 1:10 and 1.55pm, and details will be recorded on the student welfare database

2.3 Out of Bounds Areas

- students will be regularly reminded about 'out of bounds' playground areas

2.4 Fixed Equipment Areas

- fixed play equipment is out of bounds to students at morning and recess playtimes
- fixed play equipment may be used at lunchtimes under the directly supervision of the duty teacher

2.5 Canteen

- the canteen is out of bounds to all students except designated Year 6 helpers.
- students may go to the canteen at 11.00am and 1.10 pm, and stand in designated lines while waiting for their turn to be served.
- the duty teacher must closely supervise the canteen lines.

3. School Counsellor Support / Referrals

3.1 The school counsellor helps promote good discipline and effective learning within the school through a variety of strategies including the following:

- **Psychometric testing** - determining academic potential; identifying individual strengths and weaknesses; recommending special placements; monitoring special placements.
- **Behavioural assessment** - collecting individual data; helping develop management programs; liaising with other professionals/services/support units.
- **Educational assessment** - determining levels of achievement; identifying individual strengths and weaknesses; making recommendations regarding programs and placements; liaising with classroom teachers and specialists.
- **Counselling** - providing counselling support for students, parents and teachers; assisting in critical incident situations; liaising with other professionals.
- **Student welfare** - involvement in student welfare initiatives, the Learning and Support Team and the Student Welfare Committee.
- **Professional development** - addressing staff meetings in areas of expertise; working with individual staff members; involvement in external programs.

3.2 School counsellor support is sought through a '**Learning and Support Team Referral**' which must be submitted via the year supervisor and have the full knowledge of the parent / caregiver of the student. Referrals will be discussed at Learning and Support Team meetings.

4. Special Programs

- **Learning support plans** must be developed to support students in achieving success in learning eg. for students with integration funding. These plans should be reviewed regularly.
- **The Buddy Program** links K-Y1 classes with Stage 3 classes. The program operates through the consultation and co-operative planning of the class teachers involved.
- **Management of special programs** includes linking classes and individuals through:
 - small group activities, eg. literacy skills, social skills, board games
 - large group activities, eg. percussion, dance, games, PE, craft
 - individual work eg. computer assistance, reading, writing, library research
 - attending infant/ primary or whole school assemblies where possible
- Special programs need to be regularly monitored, evaluated and reassessed.

5. Complaint Resolution Procedures

- Parents, other members of the school community, or students, may from time to time, wish to complain about a school matter. A parent may, for example, be unhappy with a school policy, while a student may have a concern about how another student has behaved towards them.
- School staff must deal with such complaints sensitively and effectively. The matter must be resolved as soon as possible and in a way that treats all parties with dignity and respect.
- Anonymous complaints may not be accepted or acted upon.
- The vast majority of concerns that arise from parents or students can be resolved informally.
- Where complaints cannot be resolved through informal means, and the person with a grievance wishes to make a formal complaint, the school will adopt the formal procedures for resolving complaints, as determined by the NSW Department of Education.
- A formal complaint may be made in writing or orally. Where an oral complaint is received, it should be set out in writing by the school and signed by the complainant.

6. Support Personnel

The following personnel or groups are available to support students and teachers:

- Learning and Support Team
- Learning and Support Teacher K-6 (LAST)
- School counsellor
- Principal
- Deputy principal
- Assistant principals
- Reading recovery teacher (for Year 1 students)
- School chaplain
- Assistant Principal, Learning and Support, at district office
- Head Teacher, Positive Behaviour for Learning, at district office

NB: The Learning and Support Team consists of the LST coordinator (a member of school executive team), the school counsellor, the learning and support teachers, the class teacher and/or stage supervisor and the school chaplain (student welfare worker).

Section C: Practices to Recognise and Reinforce Student Achievement

The school accepts that it has a clear obligation to recognise and reinforce student achievement. The recognition and reinforcement of positive student behaviour and student achievement is fundamental to creating a good learning environment within our school community.

1. Positive Behaviour for Learning

Our aim is to develop socially responsible young people who are capable of making informed decisions. To achieve this, we work with our community to provide quality learning environments which are inclusive, safe and secure.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Positive Behaviour for Learning (PBL) is an evidence-based whole school systems approach that:

- provides a framework for the school and its community to collectively support the wellbeing of every student
- enables schools to establish a continuum of supports that are intensified to support the needs of every student
- is team-driven and engages students, parents and all school staff
- establishes positive social expectations for the whole school community

Core Values

At Illaroo Road Public School, our core values are:

- **be safe**
- **be respectful**
- **be responsible**

Our values are supported by the Behaviour Expectation Matrix, which outlines the expected behaviours of students in each area of our school.



Illaroo Road Public School

Behaviour Expectation Matrix

In all areas		
BE SAFE Stay in bounds Walk on hard surfaces Wear a hat or play in the shade Play by the rules	BE RESPECTFUL Speak politely Follow teacher instructions Look after own and others' property Look after the school environment	BE RESPONSIBLE Talk to solve problems Use equipment appropriately Encourage others and be a good friend Put rubbish in the bins

	Be Safe	Be Respectful	Be Responsible
Playground, Equipment and Sandpit	Leave sticks and stones on the ground	Be a good sport	Share the space Return equipment
Quads and Walkways	Move sensibly	Care for the gardens Move quietly and be aware of other classes	Share the space Take turns at bubblers
Quiet Area	Play quiet games	Care for the gardens	Keep the area tidy
COLA	Play court games or sit on seats	Be a good sport	Share the space Return equipment
Toilets	Be hygienic	Allow privacy	Be water wise Leave the area quickly
Canteen	Wait your turn	Use manners	Manage your own money
Eating Time and After the Bell	Sit down near your classroom	Follow instructions from teachers	Keep your area tidy
Assemblies	Stay within your personal space	Use your best audience manners	Enter and leave quietly
Dismissal	Move to your area sensibly	Follow instructions from teachers and monitors	Be on time

Strategies and Practices to Promote, Recognise and Reinforce Appropriate Student Behaviour

Playground Rewards System

Outside the classroom, staff members reward students displaying appropriate behaviour with 'stars'. There are three stars, green, red and silver, each representing a school value. When a student receives a star, they record their name and class on it and deposit it in a special box located in the playground. Every morning at assembly, one star is drawn from the box and a reward is provided to the student drawn. Examples of rewards include: canteen voucher, house points. In order to maintain its value, this system is subject to review and changes are made as necessary.

Whole School Rewards System

The whole school rewards system can be broken down into five steps:

- teachers track student behaviour in the classroom by moving each child up or down a behaviour chart, depending on the child's behaviour
- students who finish the day at the top level on the chart receive a stamp in their rewards book
- when a student receives five stamps, they gain a star merit, which is glued into the rewards book
- when a student receives ten star merits, the class teacher notifies the parents/carers and office staff by letter, and the student receives a certificate and ribbon at the following whole school assembly
- as students work their way through the system, the certificate they receive increases in value, from bronze to silver to gold.

The system resets at the start of each school year, when each student is presented with a new rewards book.

NB This system is subject to review.

Class-Based Rewards

In addition to the whole school rewards system staff may use other reward systems. These could include stickers, stamps, charts, points, certificates, free time, special days/events and parents being contacted.

School Assemblies and Merits

One student from each class is awarded with a merit at each assembly.

At their discretion, staff may acknowledge student success at assemblies, including for example: handing out certificates or trophies, making an announcement, having a class or student perform.

End of Year Awards

End of year awards are presented at the presentation assemblies, late in Term 4. The awards are given for:

K-2	3-6
Growth and development in English	Academic achievement
Growth and development in mathematics	Consistency
Effort and application	Improvement
Determined by class teacher x3	Class citizenship

Media

At their discretion and with parent/carer permission, staff may acknowledge student success via the school bulletin and social media, including for example: making an announcement, publishing photos or videos of a performance, publishing photos of students and/or their work.

Strategies and Practices to Manage Inappropriate Student Behaviour

Currently under review – see this policy, Section D.

Expectations for Teachers, Students and Parents

Teachers	Students	Parents
<p>Develop a classroom behaviour management system, which includes but is not limited to:</p> <ul style="list-style-type: none">- the whole school reward system,- the school discipline procedures,- teaching the social skills lessons- displaying the resources (ie behaviour expectation matrix and charts) <p>Show respect for students, staff and visitors</p> <p>Model consistent responsible, caring behaviour</p> <p>Establish effective classroom routines</p> <p>Aim learning activities at individual needs</p> <p>Maintain high academic and social expectations for students</p> <p>Seek support from appropriate staff</p>	<p>Follow the school's expected behaviours as outlined on the Behaviour Expectation Matrix</p> <p>Follow staff directions</p> <p>Show respect for students, staff and visitors</p> <p>Not engage in any form of harassment, victimisation or intimidation</p> <p>Report any form of harassment, victimisation or intimidation to a staff member</p>	<p>Show respect for students, staff and visitors</p>

2. Student Participation and Leadership

- This is a separate set of procedures. See Student Wellbeing Framework folder.

3. Contact with Parents

School staff and executive will maintain contact, as needed, with parents by means of oral and written reports, letters, telephone and interviews. Such contact will be as follows:

3.1 Oral and Written Reports

The school will provide opportunities for parents to discuss the written report on student progress towards the end of Terms 2 and 4.

3.2 Letters and Telephone Contact

Teachers will contact parents/caregivers by various means, including letters, telephone, and notes via the child for:

- positive recognition of behaviour and academic achievement, and
- behaviour, academic or emotional concerns.

3.3 Interviews

Teachers and/or parents can arrange interviews as required, about academic, social or behavioural issues. Interviews should be arranged in advance, and at a time when the teacher is class free.

4. School Image

To present a positive image of our school to the community, staff will:

- promote student achievements, both individual and groups
- publicise school programs and special events that occur throughout the year through the school website, the school bulletin, class newsletters, local newspapers, television and radio

Section D: Strategies for Dealing With Unacceptable Behaviour

1. Rule Breaking and Appropriate Consequences

- The school has a set of values that every student is obliged to follow, ensuring a safe, effective environment for students. The values are published for the parent body, displayed in the classroom and in public areas of the school grounds. They are discussed with students in class on a regular basis.
- Each class is guided in appropriate behaviour by a set of class rules. Most of these rules are common to every class so that students are aware of acceptable behaviour in every class they are in or visit.
- Students failing to abide by these rules are subject to consequences as outlined in this policy.
- Teachers handling incidents of inappropriate behaviour must fully investigate the situation so that all information is gathered before decisions are made regarding appropriate consequences. Under procedural fairness, all students are entitled to have their version of an incident heard.

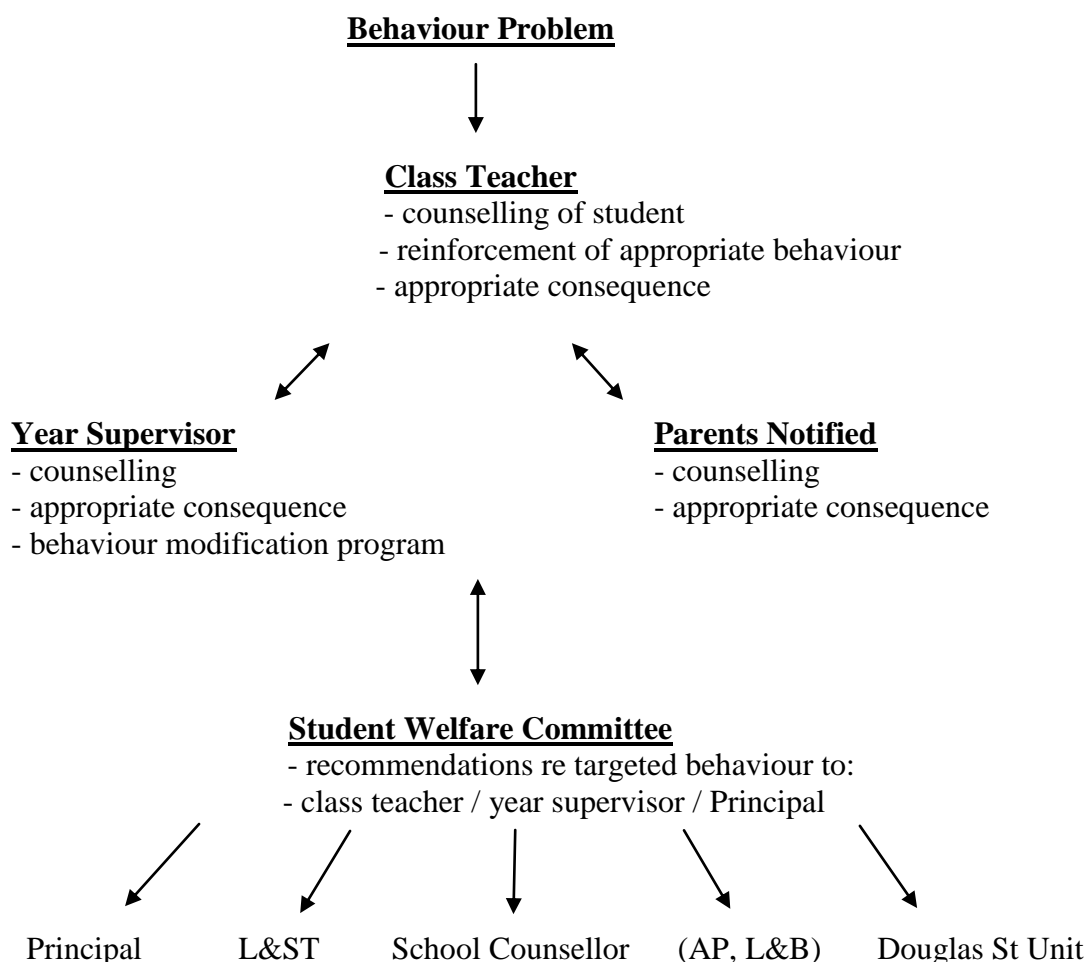
2. Intervention

- When a student is causing concern on a regular basis, the class teacher should, in the first instance, consult the parent and the year supervisor. If the problem continues an appropriate behaviour modification program or consequences should be negotiated and put into place, and parents informed by phone or interview.
- If the behaviour doesn't improve, the student should be referred to the Student Welfare Committee. This may result in:
 - further behaviour modification programs
 - teaching, modelling and reinforcement of appropriate behaviour
 - further consultation with parents
 - assessment by the school counsellor
 - referral to the Learning and Support Team (L&ST)
 - referral to the Assistant Principal, Learning and Behaviour, (AP, L&B) at district office for consideration. If behaviour continues to cause concern, consideration should be given to referral (if appropriate) to the Douglas Street Unit.

3. The Student Welfare Committee

- The Student Welfare Committee consists of the following representatives:
 - the student welfare co-ordinator (an executive teacher)
 - the year supervisor of the student whose welfare is of concern
 - the student's classroom teacher
 - the school counsellor (when appropriate)
- The committee will meet on a 'need to' basis to ensure that the welfare of all students is dealt with promptly.
- A student's name appearing 3 times or more in the behaviour books within a fortnight will trigger a meeting of the Student Welfare Committee.
- The committee will make decisions on the steps deemed appropriate to bring about a positive change in the behaviour of the student. Parents will be kept informed of these decisions.
- Student welfare issues will be discussed at weekly executive meetings and staff will be informed of relevant issues at staff meetings when necessary.

Referral Flow Chart



4. Time Out

Time out is an exclusionary process based on the premise that one of the most severe consequences we can impose, in or out of the classroom, is exclusion from the group. The purpose of time out is to remove the student from the situation in which they are being disruptive. It is a logical extension of continuing to disrupt others or acting towards others in an unsafe way. It allows students to develop some self insight and to focus on how to improve their behaviour.

4.1 Classroom Time Out

- It is essential that time out be taught to the class before being used as a strategy. Students need to know what behaviour will result in them being asked to go to 'time out', and they need to know what they are expected to do while they are in time out.
- Classroom detention at lunchtime is a form of time out that may be imposed for failure to complete work reasonably expected in class or for unacceptable classroom behaviour. This is initiated by the classroom teacher and should be held in the student's classroom under the direct supervision of the student's teacher.

4.2 Executive Imposed Time Out

- Lunchtime time out will operate between 1:10pm and 1:55pm each day and is co-ordinated by the executive staff. When a student is given lunchtime time out, as determined by a member of the executive, a letter is sent home to the parents/caregivers informing them of their child's behaviour. A record is kept of all letters that are sent home and students are expected to give the return slip to their classroom teacher.

5. Serious Incidents

- Any event, created by a student, which causes significant danger or risk and traumatically affects individuals or groups within the school, will be dealt with according to the Discipline Policy. Such events may also be supported by invoking the Illaroo Road PS **Critical Incidents Management Plan**. Serious incidents might be:
 - physical or sexual assault of a student or staff member
 - serious verbal abuse
 - bullying
 - vandalism of school property
 - break and enter of school premises
 - possession and/or selling of illegal substances
 - possession of a weapon
- Where incidents are deemed serious, they will be reviewed as soon as is practically possible by the student welfare committee, who will make recommendations for action to the Principal. Where preliminary investigations suggest that the problem could have implications of illegality, the Principal should suspend investigations and contact the police. Where the police are consulted, the parents of any pupils involved should be informed as soon as practicable.
- If police assistance is sought, the Principal should allow officers to conduct inquiries within the school.
- The Principal should inform the regional director of the circumstances and keep him/her informed of any developments.

6. Use of Restraint

- Staff are permitted, by regulation, to use reasonable force to restrain any student who is engaging in an activity dangerous to himself/herself or others and who has refused a request from the teacher to stop.

7. Bullying Policy

- This is a separate policy. See Student Wellbeing Framework folder.

8. Anti-Racism Policy

- This is a separate policy. See Student Wellbeing Framework folder.