

WOOLLAHRA PUBLIC SCHOOL
WELLBEING AND DISCIPLINE POLICY



Revised April 2015

Statement of Purpose

The school community have the right to be safe and happy at school. They have a right to be treated fairly and with dignity.

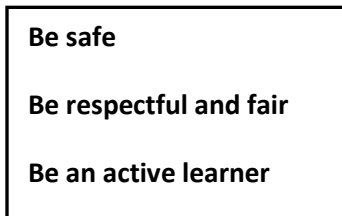
Our School Well Being Policy sets reasonable limits in which students can work and play. It reinforces positive behaviour. It encompasses our school values, school rules, merit system, discipline policy and anti-bullying plan.

Principles

- Children take responsibility for their own actions.
- Correct student behaviour is expected.
- A standardised and consistent approach will be used by staff to reward positive behaviour and resolve conflicts and problems that may arise.
- All children will be taught social skills.

School Rules

Woollahra Public School has 3 rules that reflect the 'Core Rules in NSW Government Schools'

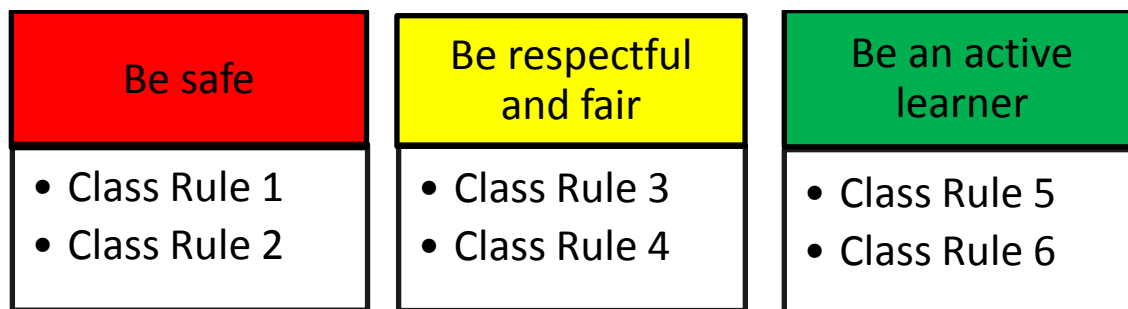


The core values that underpin these rules include;

- Integrity
- Excellence
- Respect
- Responsibility
- Co-operation
- Participation
- Care
- Fairness

See Appendix 1 for an explanation of how student behaviours that reflect the Core Values

Each year, School Rules are revisited in classes. Each class devises 6 Classroom Rules based on the School Rules. Students decide how they will be showing the school rules in the classroom.



Expectations and Responsibilities

	Students will	Staff will	Parents will
Be safe	<ul style="list-style-type: none"> • Be in the right place at the right time. • Work and play in a safe manner • Follow teacher instructions • Use DEC portal appropriately 	<ul style="list-style-type: none"> • Monitor classroom safety • Ensure the playground rules are adhered to • Follow Work Health Safety policies, reporting hazards and ensuring they work in a safe manner • Respond to any cyber safety issues 	<ul style="list-style-type: none"> • Encourage students to follow school rules • Support school policies and procedures • Monitor use of the Internet at home • Ensure students arrive at school by 8.55am and are collected promptly at 3.00pm
Be respectful and fair	<ul style="list-style-type: none"> • Be respectful of others and their personal space and belongings • Use appropriate language • Keep the environment clean and tidy • Wear school uniform hat included 	<ul style="list-style-type: none"> • Participate in extracurricular events • Recognise student achievement fairly and consistently • Follow and support school policies and procedure • Communicate openly and honestly. • Be aware of and follow the DET Code of Conduct. 	<ul style="list-style-type: none"> • Value school uniforms • Attend P&C Meetings and events, Working Bees, assemblies and excursions where possible. • Maintain appropriate communication channels with teachers • Provide for the physical, medical and emotional needs of their child • Support school policies and procedure • Encourage students to wear correct uniform
Be an active learner	<ul style="list-style-type: none"> • Try their best at school at all times. • Evaluate and reflect upon their learning • Participate in school activities 	<ul style="list-style-type: none"> • Give lessons that are needs driven and relevant • Evaluate and reflect upon their teaching • Encourage students to be actively involved in their learning • Be innovative and resourceful • Foster positive contact with parents • Model positive attitudes to school 	<ul style="list-style-type: none"> • Model positive attitudes to school • Ensure regular student attendance • Attend parent /teacher interviews • Encourage students to complete homework

Students

- Understand the core values (Appendix 1) and demonstrate behaviours that reflect the school rules
- Develop classroom rules with their class teacher that reflect the school rules

Teachers

- Plan and program for the unique needs of their class group and demonstrate behaviours that model the school rules.
- Develop and implement class rules which reflect the school rules in collaboration with the students
- Implement the Wellbeing Policy consistently with all students

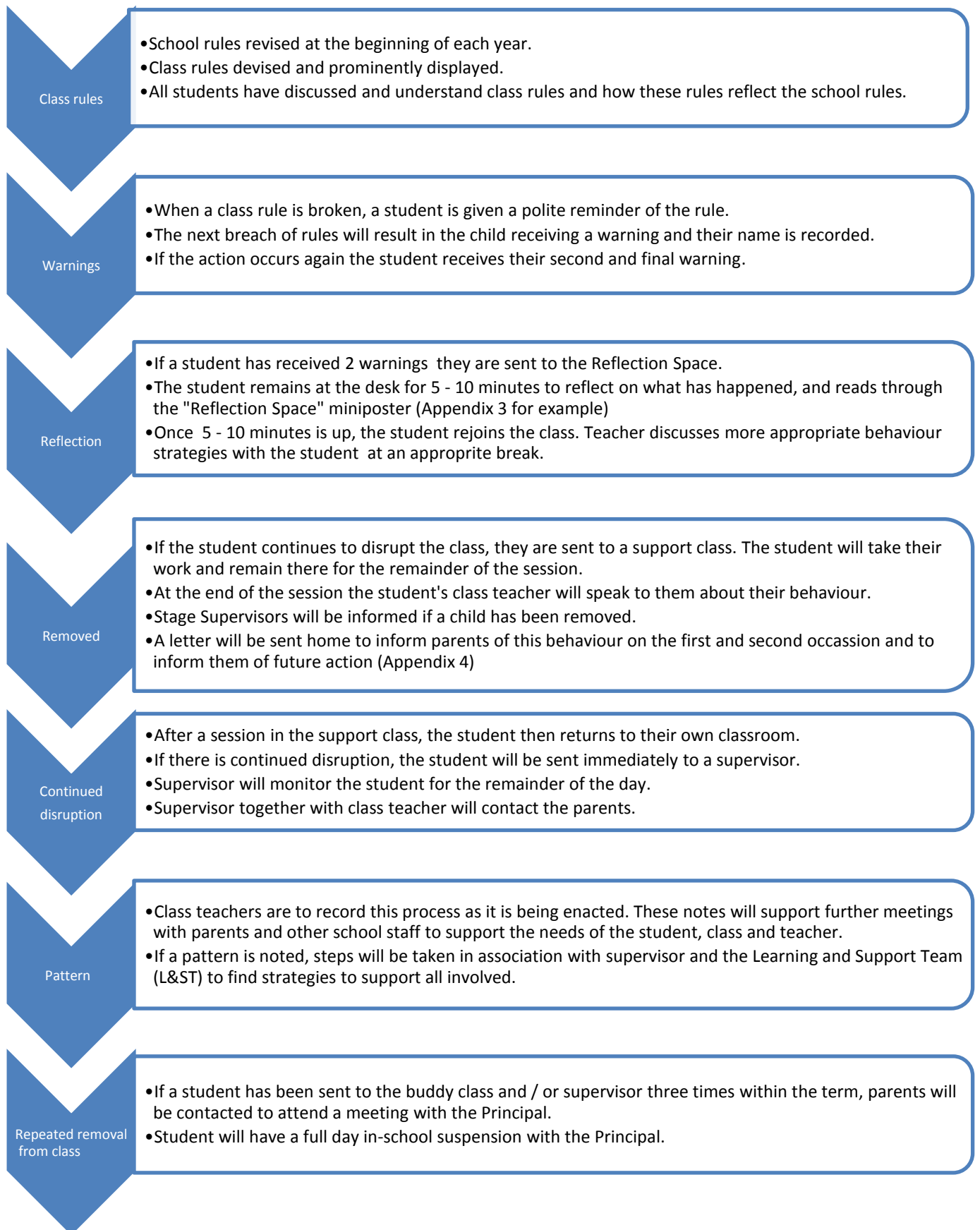
Parents and Carers

- Parents work in partnership with the school and reinforce the behavioural expectations of Woollahra Public School.

Woollahra Public School works under and within the Welfare Guidelines of the NSW Department of Education and Community. Please refer to the following link for the Student Welfare policy:

https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/pd02_52_student_welfare.pdf

Strategies for Managing Inappropriate Classroom Behaviour



The individual needs of students with special needs will be taken into account and the policy may be modified according to their individual needs. This may be noted in an Individual Behaviour Management Plan.

Playground Behaviour Management Flowchart



*School based system only.

Please refer to https://detwww.det.nsw.edu.au/policies/student_serv/discipline/susp_expul/leaflet_1.pdf for the DEC Suspension guidelines

Playground Procedures

Before
8.30am

- Students are not to be at school before 8:30am unless involved in a school activity with specific teachers. Students wait on the silver seats outside the staffroom in the Chisholm playground. Students must remain seated.
- Teachers begin duty at 8:30am daily.

8.30- 8.55am

- Students play in the Chisholm playground, supervised by the teacher on duty.
- Playground equipment is out of bounds. Students may play basketball but not soccer.
- Students keep their school bags with them - no student should visit their classroom unless accompanied by a teacher or parent.

8.55 – 9am

- K-2 students line up in the Kindy courtyard and Barton Grass area and wait for their teacher.
- 3-6 Students move to their rooms to meet their teacher.

Short Break

- 3-6 students walk to the Chisholm playground. The Centenary area is used by K-6 students for quiet play. K-2 students play in the Barton area.
- Teachers are on duty in all areas and actively supervise the areas, ensuring rubbish is disposed of appropriately. Toilet areas will also be supervised.
- Students return to their class line up area when the bell rings. Classes ensure their clean up area is tidy before returning to the classroom.

Eating Time

- Students eat their lunch supervised by the teacher in the classroom. Rubbish is disposed of prior to departure to the playground.
- Students without hats must sit in either the Weather Shed (K-2) or in the shade of the veranda near the staffroom (3-6). Students without hats must remain seated in the designated No Hat area.

Long Break

- K-2 students walk to the Barton playground. 3-6 students walk to the Chisholm playground. The Centenary area is used by K-6 students for quiet play.
- Teachers are on duty in all areas and actively supervise the areas, ensuring rubbish is disposed of appropriately. Toilet areas will also be supervised.
- Students without hats must remain seated in the No Hat area.
- Students may visit the Library between 1.40 and 2 pm.

1.55 – 2pm

- Students collect their belongings, visit the bathroom and return to their class line up area. Students sit quietly until they are collected by their teacher.
- Classes ensure their clean up area is tidy before returning to the classroom.

END OF DAY
3pm

- Students are dismissed by the teacher after the 3pm bell. Teachers escort their students to the playground collection area to meet parents. Teachers remain in the playground until all students in their care are collected.
- All playground equipment is out of bounds after school.
- Executive teachers are on duty at the back gate area to ensure students are collected safely by cars in the lane.
- An executive teacher ensures students get on the bus calmly. Executive teacher will call parents if the bus does not arrive to arrange collection.

Wet Weather

If it is raining at 8.30am, an Executive teacher will announce that students and teachers need to move into classrooms.

If it is raining during recess or lunch, students will remain in classrooms. Students will remain inside, supervised by teachers, for the entire lunch period. If the weather changes, a teacher may take their class outside, under their own supervision.

Sun Smart Strategies for Sun Protection

“No blue hat, no play”

The aim of the Sun Smart Policy at Woollahra Public School is to promote among students, staff and parents:

- positive attitudes towards skin protection,
- lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths,
- awareness of the need for environmental changes which will reduce the level of exposure to the sun, and
- personal responsibility for, and decision making about, skin protection.

Student will:

- Wear a school/blue hat in order to protect their face, neck and ears whenever they are outside.
- Sit in the No Hat area during lunch and recess if they do not have an appropriate hat
- Be encouraged to play in the shaded areas
- Be encouraged to use sun screen before going out to lunch

Teachers will

- Schedule outdoors activities during suitable times, taking into account the season and weather conditions
- Wear protective hats and appropriate clothing for outdoor activities
- Encourage hats and use of sunscreen as students leave the classroom lunch time
- Whilst supervising during recess and lunch, ensure students sit in the No Hat area if they do not have a blue hat.

The school will

- Ensure uniforms and hats are appropriate and comply with Cancer Council regulations and DEC policy
- Ensure adequate shade is provided at sports carnivals and outdoor events
- Provide sheltered areas and trees in play areas
- Incorporate Sun Safe programs into the PDHPE program.
- Reinforce Sun Smart strategies through eNews, parent meetings and other school activities.

Parents will

- Be informed of the Sun Smart procedures
- Ensure their children have appropriate head wear at school each day
- Encourage student to wear sunscreen
- Act as positive role models for their children.

For more information about the Sun Smart Policy, please refer to;

<http://www.cancercouncil.com.au/reduce-risks/sun-protection/sunsmart-program-for-primary-schools/>

School Awards

At the end of each year, three awards are presented to each class.

Awards are given for excellence, improvement and citizenship.

These awards are presented at Presentation Day in December.

Classroom Award

Three certificates are presented each fortnight in Assembly.

Principal's Award

Students are presented with a Principal's Award for displaying the school values. These certificates are presented at K-6 Assemblies. A maximum of eight awards will be awarded to a class each year.

Supporting Students Experiencing Difficulty

The current WPS Anti Bullying Policy was reviewed in 2015

Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the *Bullying: Preventing and Responding to Student Bullying in Schools Policy* of the New South Wales Department of Education and Communities.

Statement of purpose

Woollahra Public School aims to provide an environment in which students feel safe and secure.

- Woollahra Public School is an inclusive environment, where diversity is affirmed and individual differences are respected.
- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive environment.
- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in context of student welfare.
- The wellbeing, safety and health of students inform school policies, programs and practices.
- Woollahra Public School staff, students and parents do not tolerate bullying in any form.

This will be achieved by better identifying bullying and have it decrease by responding quickly and effectively to bullying incidents by challenging the attitudes which are the cause of bullying behaviours. Woollahra PS aims to be a respectful place of learning where students are free to reach their potential in a happy and safe place.

Protection

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including but not exclusively gender, race, disability, and sexuality), humiliation, domination and intimidation of others.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats;
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting;
- social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures;
- psychological e.g. spreading rumours, looks, hiding or damaging possessions; and
- Cyber-bullying e.g. malicious SMS and email messages, inappropriate use of phones, inappropriate use of social media.

These behaviours are not accepted by the community of Woollahra Public School.

Students who experience bullying are encouraged to speak to a trusted adult either at home or at school. The school will work in partnership with the home to resolve the situation. The Woollahra Public School rules encourage the students to be respectful, fair and safe. During term 1, each class decides on class rules which specifically relate to the three school rules. This actively discourages bullying type behaviours and ensures all students are working in a positive manner.

Respectful relationships are actively encouraged through the school and class rules, BOUNCE BACK program, buddy classes, 'The Friendship Tree' and Peer Mediation.

Students expect

- to be treated with dignity and respect and in return they will treat others appropriately.
- that they will be listened to if they are experiencing any difficulties.
- that they will participate in ongoing training to provide them with appropriate skills to deal with social situations.

Staff expect

- to be treated with dignity and respect and in return staff treat students, parents and colleagues in the same manner.
- parental support when dealing with anti- social or bullying type behaviours.
- that students and parents understand that rights need to be balanced with responsibilities.

Prevention

The following teaching programs further develop students skills

- I. Restorative Justice is used to resolve situations within the school. Year 6 students are trained in the Restorative Dialogue in order to help resolve conflict on the playground when acting as playground buddies.

Year 6 children will receive training in Restorative Justice and inclusive playground games to encourage younger children to play safely and fairly and to provide extra playground supervision to the teacher on duty. Together they will monitor playground hot spots, encourage isolated students to join a group, remind children of strategies to manage conflict and will follow through on reported incidents using Restorative dialogue. Bullying reports will be taken seriously and dealt with promptly by teachers.

- II. Bounce Back is a social skills program taught from Kindergarten to Year 6. The program addresses the environmental building blocks and the personal skills for fostering resilience in children and young people. The program focuses mainly on the teaching of coping skills to help children and young people respond positively to the complexity of their everyday lives. In other words, children are taught how to 'bounce back' after experiencing sadness, difficulties, frustrations and hard times. All students are taught the Bounce Back Program. This program, ensures all new students are introduced to the values which underpin the school. It ensures all classes start off the year with a positive message that bullying will not be tolerated, and how to deal with situations if they arise.

- III. Circle Time lessons, teachers will aim to empower students to deal with conflict in constructive ways. Skills may include conflict resolution, assertiveness training, negotiation, mediation skills and problem solving.

The Relationships theme of Interpersonal Relationships strand of the PD/H/PE syllabus addresses issues associated with bullying. A bullying focus should be part of each stage's PD/H/PE program during the year. This may be delivered through circle time, class discussions (talking and listening strand of English), role plays (drama), SRC meetings, literature (English), bullying surveys (maths).

Throughout Term 2, the Anti-Bullying message is reinforced during personal development lessons. Cyber-bullying is also discussed during these lessons and can be complemented by lessons in the computer room and through the use of *resources* developed by the Australian Communications and Media Authority (ACMA). There is also information for parents at this site.

The values and attitudes taught in HSIE and Science lessons reflect the message of appreciating others, accepting differences and understanding that everyone is unique.

Procedural fairness will be the basis for dealing with any issue.

Early Intervention

Students who are identified at risk of bullying or who have difficulties with social relationships will:

- be strategically placed in classes.
- be grouped within the classroom in ways to boost their self- confidence and resilience.
- be tracked by stage supervisors to ensure the transition from one class to the next maintains continuity of care.

Students who have previously engaged in bullying behaviours will:

- be strategically placed in classes.
- be grouped within the classroom in ways to ensure bullying behaviours are minimized.
- be tracked by stage supervisors to ensure the situation does not arise again.

Opportunities are also provided for students to voice their concerns and formulate solutions. These may include class meetings, individual approaches to a teacher by students, circle time, SRC meetings, Peer Mediators, K-6 buddy programs.

Response

Refresher sessions at the beginning of each school year will allow staff to revisit the school Wellbeing and Discipline Policy and School Anti -Bullying policy. Weekly grade meetings allow teachers to identify children at risk of bullying so that they can be monitored in class and in the playground.

The Woollahra Public School Wellbeing and Discipline Policy (which includes Anti Bullying) are available to parents at the school office and on the school website. Parents and caregivers are encouraged to discuss these policies with their children. This information will also be addressed at the *meet the teacher* meetings, held at the beginning of the year.

Parents and caregivers are encouraged to report to the class teacher any incidents of bullying concerning their child(ren) so that it can be dealt with in an appropriate and effective manner. Parents and caregivers will be notified by the school if their child(ren) are involved in bullying behaviours, consistent with the Woollahra Primary School Student Wellbeing and Discipline Policy.

The P&C are consulted and informed during the review of all school policy.

Dealing with a bullying incident

Bullying cannot be reduced if incidents are not reported. When a bullying incident has occurred, the following strategies will be employed:

- (a) Restorative Practices questioning process employed.
- (b) Consequences as outlined in this policy.
- (c) Individual student management plan developed.

Role of teacher receiving a report of bullying:

- Determine whether report is of bullying, poor social skills or rule-breaking. This may be a one off situation or an on-going one. The teacher deals with the incident using the above strategies.
- Record details of the incident, including all students involved, bystanders and witnesses.
- Give information to the classroom teacher for possible further follow-up.
- Inform supervisor of the situation

Role of class teacher and Stage Supervisor in receiving a report of bullying

- If bullying is determined to be occurring, the role of the teacher is to notify the Stage Supervisor.
- The Stage supervisor in conjunction with the class teacher will employ a problem solving approach.
- They will interview the student experiencing bullying and determine their feelings and who is involved, including student/s who bullied bystanders and colluders.
- A Circle Time meeting will be held with all students involved in bullying and share with the group the feelings of all parties involved to highlight feelings of empathy.
- Student/s develop and implement a plan with the assistance of the teacher and/or Stage Supervisor. This may involve mediation, buddy program or support from a teacher.
- Follow-up meetings will be organised with the bullied student and/or the bully to determine if the behaviour has changed.
- If incidences of bullying continue, further consequences in line with the Woollahra Public School Welfare and Discipline Policy may need to be applied.

Parents will have access to the Woollahra Primary School Wellbeing and Discipline Policy. Parents will be informed of any bullying situations if one arises.

Child Wellbeing Unit or Community Services

When circumstances dictate the school through the Principal is obliged to follow the DEC policy as a Mandatory Reporter.

Step 1: Complete the Mandatory Reporter Guide found at www.keepthemsafe.nsw.gov.au. When this complete the school will follow the identified pathway. Alternatively;

If there is a risk of significant harm, the Principal is obliged to call the Child Protection Helpline on 133 627 or if there is uncertainty about the risk threshold the Principal will ring the Child Wellbeing Unit on (02) 9269 9400.

If a family is dissatisfied with the process appeal procedures are identified in the DEC Complaints Handling Policy.

Identifying patterns of Bullying Behaviour

Bullying may be very hard to see. Bullying usually happens out of sight, away from teachers or other adults. The people who are most likely to know what is going on are other children. Children who are being bullied often don't like to tell anyone because they feel weak or ashamed, or are frightened that it will only makes things worse. They also feel it is wrong to 'dob in' or tell tales on other children. If they tell anyone, it is most likely they will tell their parents or their friends before they will tell a teacher. Some tell-tale signs are:

- Bruises, scratches or cuts that your child can't really explain
- Torn or damaged clothing
- Damaged or missing belongings
- Headaches, stomach aches and other pains that the child can't put a finger on

- Unexplained tears or depression
- Unusual outbursts of temper
- Not wanting to go to school
- Not wanting to play with friends
- Wanting changes in the way he or she travels to and from school
- School work falls off in quality
- Wanting extra money without giving a reason

School Response

- When a student reports that they are being bullied; or
- A parent reports that they believe their child is being bullied; or
- A student reports that they have observed bullying

A 'Restorative Dialogue' will be organised including students, parents (if necessary) and teachers. The incident must be acted upon within one week of report and parents informed of actions taken.

Bullying incidences once deemed as accurate will be recorded on the school system to monitor any patterns of bullying. Ongoing support will be offered to the affected student through regular meetings, teaching of appropriate social skills and updates through the Learning Support Team and/or counsellor.

The Learning and Support Team discusses information presented and responds appropriately according to Discipline Policy.

The Welfare team coordinator will contact parents of the student involved the following month and then the following term to ensure the success of the resolution is being maintained. If the situation has deteriorated the matter will be dealt with in accordance with the Wellbeing Policy.

Monitoring and Evaluation

Ongoing monitoring of the policy will take place through such things as student surveys, parent and staff concerns and the frequency of bullying incidents. This data will be used to evaluate the effectiveness of the policy.

There will be reporting and discussion sessions relating to the entire Wellbeing policy during P&C meetings.

The policy will be reviewed every three years.

Additional Information

Police Youth Liaison Officer

as at April 2015
 Constable Yasmin London
 Youth Liaison Officer
 Rose Bay Local Area Command
 1 Wunulla Rd, Point Piper 2027
 Ph: 9362 6399 ext 44329

Principal's comment

During 2012 the School Welfare Team along with regional staff and parent representation reviewed and formulated this policy. Consultation and surveys with staff, parents and students contributed to the development of this policy. There will be a discussion to evaluate aspects of the policy that may not be working as well as planned during Term 3 during one of the scheduled P&C meetings.

Welfare Team

Co-ordinator: Sam Nicol (Assistant Principal WPS)

Staff representatives: Aine Connolly, Ian Witschi, Sarah Cooper, Louise Mooney, Karin Lingard, Emma Stewart.

Sydney Region Student Welfare Consultant: Lisa Keating

P&C Representative: Sari Lemmetty

Principal: Simon Symeou

Further support can be obtained at:

Suspension Policy

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/suspol_07.pdf

Disability Standards for Education

http://www.deewr.gov.au/Schooling/Programs/Documents/Disability_Standards_for_Education_2005.pdf

Disability Discrimination Act

http://www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm

APPENDIX 1

Student behaviours that reflect the Core Values

Integrity

- Open and transparent actions
- Work independently
- Do what you say you will do

Excellence

- Reach for a personal best
- Set and meet high standards
- Persist through challenges and difficulties in learning

Respect

- Affirm cultural diversity within the school community
- Accept the rights of others
- Listen to others without interrupting
- Obey school and class rules
- Acknowledge others strengths and abilities

Responsibility

- Support the decisions of the school
- Self-discipline
- Model expected behaviours
- Involve yourself in strategies to encourage compliance with school rules
- Accept responsibility for one's own learning
- Act in a safe manner at all times

Co-operation

- Accept class protocols for group work and work with others in a safe manner
- Initiate problem solving and work on developing problem solving techniques
- Identify issues and possible solutions to help resolve conflict
- Listen to different views on school related issues

Participation

- Encourage and consider new ideas
- Contribute to class discussion
- Display creative thinking about issues and problems
- Accept roles in group activities

Care and Kindness

- Maintain friendly relationships
- Make constructive and encouraging comments about others
- Listen to others
- Model skills for positive and caring relationships

Fairness

- Communicate accurately
- Encourage and participate in open discussions about fairness and justice
- Respect the rights and responsibilities of others

APPENDIX 2 - Student behaviours that reflect the rules

Being Safe looks like:

- being in the right place at the right time.
- keeping hands and feet to self.
- moving sensibly and safely at all times.
- following teacher instructions at all times

Being Respectful and Fair looks like:

- listening attentively.
- being kind to others.
- speaking politely to all and at all times.
- looking after our whole school environment.
- making good choices.

Active learning looks like:

- showing pride in all you do.
- being an active participant.
- being a team player
- being prepared.
- always doing your best.



Woollahra Public School

Reflection Space

Reflecting carefully on your choices will help you.

- Set the timer.
- Think about the following:
 1. What happened?
 2. What were you thinking and feeling at the time?
 3. Who was affected by your behaviour?
 4. What strategies will you use in the future to help others and yourself? Have you used any strategies before that have worked?

After the time is up re-join the activity without disruption. (Your teacher will discuss your Reflection Space thoughts later).

Some strategies that may help:

- Count to ten, to give yourself some time to calm down.
- Move away from the person or situation that is creating problems for you.
- Calmly tell people how you feel when there is a problem.
- Think about how the people around you are feeling.
- Do not exaggerate problems, use helpful thinking to find a way around your problems.
- **Remind yourself that you are responsible for your choices.**

APPENDIX 4

WOOLLAHRA PUBLIC SCHOOL



Support Class Letter

Dear Mr/Mrs/Ms/Dr _____,

Your child _____ of class _____ was sent to her/his Support Class today ___/___/___ for not following identified rules and practices.

Main Reason:

A Support Class away from the child's peers is used as an alternative work space for the child for remainder of the session (if there is only a short time left the removal will be extended into the next session. The time away needs to be a minimum of 45 minutes). She /He is sent to the support class after they have received two warnings and time at the reflection desk within their own classroom.

This behaviour is not acceptable and we ask you to speak with your child regarding this matter, reinforcing that students are obliged to work within the parameters of the class and school rules.

It should be noted that if your child receives a **third** Support Class session within a term that they will be placed on an in school suspension for one day and a parent interview with the school principal will be required.

Thank you for your co-operation.

Signature-Teacher in charge of class

Could you please sign the form below and return to your child's teacher as soon as possible.

Parent- Signature

Date

APPENDIX 5

Playground

At Woollahra school students are provided with the following to support the effective running of our playgrounds;

- 10 minute eating time at the beginning of each lunch session with the teacher
- designated play areas for particular grades and games (handball, K-2 play equipment, quiet games areas)
- in class programs teaching socialisation and problem solving skills including anti-bullying to be employed on the playground
- the Friendship Tree to provide student support to help resolve peer conflict and share ideas for playground games for younger students
- Alternative indoor activities that include, knitting, recorder, library etc.

Teacher Strategies whilst on playground duty

- Assess each incident
- Reinforce appropriate play
- Be active - walk around, this helps to reduce the hidden elements of playground confrontations
- Be an active listener - Avoid quick judgements or directing blame by listening to both sides of an issue
- Respond in a way that brings about change for the students
- Model appropriate approaches to behaviour management (clear but firm)
- Give a clear message about what behaviour is acceptable.

Time Out

If students are not playing appropriately on the playground the following procedures are to be followed.

Teachers' Responsibilities:

Children are to be seated in a designated time out area. Duration of time out is at teacher's discretion, usually 5 minutes. Teachers will **NOT** to use time out for classroom misdemeanours. Day to day casuals should consult with the executive about playground problems.

Examples of behaviours for time out (dependent on teacher's discretion)

- toilet loitering or misbehaviour
- interfering with games
- pushing/shoving
- running through established gardens
- playing in trees or on fences
- arguing with peers
- kicking balls away
- not wearing a hat
- swearing
- ignoring teacher directions

Detention (for students 2 – 6)

If students are not behaving appropriately on the playground the following procedures are to be followed.

Detention misdemeanours may include (any behaviour endangering another person or themselves)

- playing behind / under buildings
- leaving the school grounds
- throwing objects
- hitting or hitting with objects
- disobeying teacher direction
- abuse of equipment
- punching or kicking
- late return to class after break
- teasing verified by teacher
- racism
- stealing
- unsafe play to self and others
- graffiti
- spitting or biting

Please Note: For safety reasons, going inside buildings during recess or lunch is considered being out of bounds.

Teachers' Responsibilities:

Teachers may use timeout in conjunction with detention for the remainder of the current duty. Teacher on duty will need to enter name of child into the detention log along with the reason.

Executive Responsibilities:

Detention operates Tuesday, Wednesday, and Thursday for students from Years 2-6 and is supervised by an AP. During detention periods, staff may talk students through the Restorative Justice questions. Students may be asked to initiate some sort of restorative action. If executive staff deems the misdemeanour serious enough, parents will be notified immediately.

If students are placed on detention twice in one term parents will be notified by letter identifying the behaviours (Appendix 6) and informing them if another detention occurs they will need to attend an interview with the supervisor/principal.

If a child receives their third detention in one term then parents will be informed. They will be required to come to the school for an interview with the supervisor/principal. During this meeting, identified inappropriate behaviours will be discussed along with necessary methods to be used to modify these inappropriate behaviours to avoid more serious repercussions (e.g. extended period of removal from the playground).

Removal from Playground***Teachers' Responsibilities:***

Teachers need to send the child to an executive with information of the incident or send for an executive to assist with the removal of the child from the playground.

Executive Responsibilities:

Interview the teacher, child and witnesses to determine the reason for removal from playground and proceed with appropriate action. Appropriate action will include documentation of incident and actions including time away from playground for an extended period, parents informed or asked to attend an interview if needed. Should the executive deem the offence to be serious enough or there has been a pattern of misbehaviour she/he will consult with the Principal about contacting the child's parents as soon as possible.

Behaviours for immediate removal from the playground

- any serious or violent behaviour.
- swearing at the teacher.

Please Note:

Children are not to remain in classrooms unless a teacher is with them during breaks.

Time out seats to be identified by teacher on duty for each playground area.

Students who are late to class may be placed on detention.

