Brooke Avenue Public School

Student Welfare Policy

Staff: 2010
Students: 2011
Parents/Community: 2011

To be reviewed in 2014
BROOKE AVENUE PUBLIC SCHOOL

Student Welfare Policy 2011

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A: INTRODUCTION:

1. Situational Analysis & Rationale

At Brooke Avenue PS we strive always to live by our school motto: LEARN, FOR THE FUTURE IS OURS. We teach the children our school mission – LOOK AFTER YOURSELF, LOOK AFTER EACH OTHER, LOOK AFTER THIS PLACE.

Our vision is to nurture individual potential to develop proud Australian citizens through teamwork.

In 2006, Brooke Ave Public School was selected to participate in the KidsMatter program. This is a mental health initiative and focusing on the development of school / home / community relationships and the emotional wellbeing of young people.

2. Outcomes

- Students will be active participants in the learning process
- Co-ordinated student services will provide effective support to classroom programs
- The learning experiences of students will affirm their individuality and be positive and satisfying.

3. Structure of Student Welfare Process

The Student Welfare Priority Team oversees plans and evaluates student welfare at BAPS.

The recommendations of this committee are taken to staff for consultation, to Student Parliament for student consultation, to the parents via newsletters, survey, P&C and specially convened meetings as deemed necessary by the committee and to the community via the school web page.

Staff who have concerns about students academic, emotional, physical and social needs, development or attendance, are able to access the Learning Support Team by completing a referral. The LST meets weekly to discuss students.
B: ROLES OF THE SCHOOL PERSONNEL:

1. **Principal**
   “The Principal is responsible for the provision of a safe and harmonious work environment for students and staff and, in particular, an effective learning environment.” *(Good Discipline and Effective Learning Policy statement 10:1955)*

In this context, the Principal is responsible for the management of the school’s Student Welfare Policy and Procedures in conjunction with the staff of the school to ensure the provision of:

- Practices designed to recognise and reinforce student achievement
- Strategies to promote good discipline and effective learning
- Strategies for dealing with unacceptable behaviour.

The Principal facilitates liaison between staff, students, parents and outside welfare agencies. This role also entails the professional learning of staff in related welfare matters, including Learning Support Team attendance, STLA programs, implementing ‘Keeping Them Safe,’ suspension resolution meetings and enrolment meetings.

2. **Executive Staff, Classroom Teachers and Support Teaching Staff**

All staff members are responsible, in conjunction with the Principal, for the strategies that operate within the school community. It is the duty of all staff:

- To ensure they are familiar with the Student Welfare Policy and School Discipline Policy
- To contribute to the provision of a caring, well-managed and safe environment for all students, fellow staff and parents
- To engage in the teaching and learning process in ways which take account of the objectives in this policy
- To participate in the school community’s implementation of the Student Welfare Policy

For Executive Staff some specific duties may include:

- Liaising with parents on welfare issues
- Initiating, monitoring and evaluating programs ie IBPs, STB support, LST referrals, counsellor support
- Monitoring student attendance
- Monitoring uniform, lunches etc
- Organisation and participation at parent-teacher information evenings, if relevant
- Facilitate K-2 and 3-6 assemblies
- Liaising with the School Counsellor and other support staff
- Attendance at all Learning Support meetings
- Assisting classroom teachers to implement effective classroom discipline procedures
- Mediation
- Recording and keeping track of specific discipline problems in Sentral
- Attendance at suspension resolution meetings

For teaching staff some specific duties may include:

- DoCS referrals
- Goal setting and PLP meetings
- Implementing effective classroom and playground discipline procedures
Establish and maintain a safe learning environment
Record specific discipline behaviour incidents on Sentral
Develop and implement IEPs for students requiring additional support
Attend necessary meetings relevant to individual students

For ESS/STLA staff some specific duties may include:
- Attend Learning Support Team meetings
- Liaise with parents/carers
- Liaise with the School Counsellor, Learning Support Team Coordinator and teachers

3. **Counsellor**

To counsel through:
- Individual assessment of selected students using educational procedures
- Appropriate referrals of families and students for counseling and intervention
- Group experiences for selected students to enhance positive attitudes and understanding of self and others
- Short term counselling for parents to resolve family difficulties

To consult through:
- Assistance in the resolution of students’ educational and emotional difficulties
- Guiding parents in the understanding and management of student behaviour
- Facilitating communication and co-operation within the school
- Communication to class teachers on the progress of students referred by staff
- Assistance in guidance and counselling programs which provide for students at appropriate stages of development
- Ensuring relevant programs are formulated

To co-ordinate through:
- Advice for teachers, students and parents about the functions of the school
- Referral of students to appropriate agencies and informing the school of recommendations and conclusions
- Working with the school to organise, develop and evaluate the school guidance program
- Aiding the transition of students from primary to high school

4. **Ancillary Staff**

It is the responsibility of the ancillary staff to:
- Distribute medication according to the school’s medication procedure
- Monitor sick bay and provide first aid as required
- Contact parents on matters relating to illness or accident
- Provide an approachable and supportive environment
- Notify the Executive of any student welfare concerns

5. **School Learning Support Officers**

It is the responsibility of the SLSO staff to:
- Support students with additional needs
- Assist the teacher to implement individualised learning and behaviour programs
- Notify the Executive of any student welfare concerns
6. **Student Leaders**
It is the responsibility of student leaders to:
- Uphold the school rules and values by setting an example for other students
- Present at Year 3-6 assemblies and special assemblies eg. ANZAC DAY
- Fulfill their ministerial duties
- Lead Presentation Evening
- Attend relevant Student Leadership meetings
- Be a voice for their peers through meetings.

7. **Students**
It is the responsibility of the students to:
- Follow the school and playground rules
- Respect the beliefs, rights, responsibilities and values of the school

8. **External Agencies**
The following are some of the agencies that support the needs of our students:
- DoCS
- Brighter Futures
- Dept of Housing
- Lions Club Australia
- Rotary Club
- Stewart House
- Benevolent Society
- Burnside
- Child Wellbeing Unit
- Smith Family
- Horizons
- Police – Youth Liaison Officers

9. **Parents / Caregivers**
It is the responsibility of the parent / caregivers to:
- Support the school and its student welfare practices
- Promptly inform the school of any concerns
- Be an active participant within the school and the education process

10. **Learning Support Team**
It is the responsibility of the LST to:
- Support the academic, social, behaviour and physical needs of all the students in the school.
- Support and assist staff to meet the academic, social, behaviour and physical needs of all the students in the school.
- Meet with parents to discuss the academic, social, behaviour and physical needs of students in the school, particularly those experiencing difficulties.
- Apply for additional support services for students with additional needs.
- Develop and implement programs and purchase resources to support students with additional needs.
- Attendance monitoring
C: SCHOOL DISCIPLINE CODE:

1. Rights, Responsibilities and Rules

Our aim is to foster an environment in which there can be quality teaching and learning. Students learn most effectively in a secure, positive educational environment in which both staff and students take pride in achievement. An effective school environment is one in which all members of the school community show respect towards one another and work together for the common good.

A RIGHT is something that belongs to you and should not be taken away by anyone. Your teachers and classmates have rights too.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities of Students</th>
<th>Responsibilities of Staff</th>
<th>Responsibilities of Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To belong</td>
<td>• to look after others</td>
<td>• to teach social skills within a structured teaching program</td>
<td>• to read information presented by the school</td>
</tr>
<tr>
<td></td>
<td>• to work together</td>
<td>• to work collaboratively with colleagues, students, parents and the community</td>
<td>• to provide adequate resources (uniform, nourishment, basic</td>
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<td></td>
<td>• to include others</td>
<td>• to facilitate positive interactions</td>
<td>stationery / school requirements)</td>
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<tr>
<td></td>
<td>• to accept and look after each other’s individual differences</td>
<td>• to use fair, transparent and consistent processes</td>
<td>• to promote BAPS in a positive way within the community</td>
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<td></td>
<td>• to wear school uniform</td>
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<td>• to use appropriate channels of communication</td>
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<td>• to look after the school</td>
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<tr>
<td>2. To be respected</td>
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<td></td>
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<tr>
<td>3. To achieve individual potential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To learn</td>
<td>• to listen to others</td>
<td>• to provide significant and challenging learning experiences through quality teaching and learning programs</td>
<td>• to be informed of school events and procedures</td>
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<td></td>
<td>• to cooperate</td>
<td>• to ensure students are engaged in learning through lesson differentiation</td>
<td>• to discuss concerns with relevant staff</td>
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<td></td>
<td>• to complete own set work</td>
<td>• to maintain consistent and effective classroom management procedures</td>
<td>• to provide and maintain appropriate equipment for their children.</td>
</tr>
<tr>
<td></td>
<td>• to bring required equipment to class</td>
<td>• to attend relevant professional development</td>
<td>• to be supportive of their child’s learning journey</td>
</tr>
<tr>
<td></td>
<td>• to follow directions</td>
<td>• to provide meaningful and timely feedback and reporting</td>
<td>• to provide nutritionally balanced meals</td>
</tr>
</tbody>
</table>

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### Student Welfare Policy: Brooke Avenue PS

**To be respected**
- to treat others with respect
- to help people when they need it
- to speak to others as you would like to be spoken to
- to encourage others
- to show respect in the ways we speak and in our actions
- to promote a no-put-down school environment
- to be a positive role model
- to treat all fairly and equitably
- to act professionally and follow the Code of Conduct
- to treat others respectfully
- to speak respectfully to others
- to model appropriate behaviours

**To achieve individual potential**
- to ask questions
- to show initiative
- to celebrate the achievement of others
- to complete quality work to the best of your ability
- to communicate your interests to the teacher
- to engage in ongoing professional development
- to effectively program for the individual needs and potential of all students
- to engage with the Quality Teaching Framework
- to provide and support opportunities for representation outside the classroom
- to respect and foster individuality
- to encourage children to be involved in various activities offered by the school
- to read information created by the school
- to communicate effectively regarding the development of the child’s individual potential.
- to promote a positive attitude towards school.
- to ensure children attend school every day, on time

**To be safe**
- to keep myself safe
- to report anything unsafe to staff
- to take care of others
- to follow school and class rules
- to follow OH&S best practice
- to reinforce the school and playground rules
- to exercise duty of care
- to teach and model safe practices
- to follow child protection guidelines
- to be aware of and follow school safety rules
- to report anything unsafe (to school or police)
- to model safe behavior (including road safety)
- to inform the school of students health and safety needs
- to provide appropriate clothing, nutrition, equipment and medication

A **RULE** is something that should happen normally through our responsible behaviour. These core rules are adapted from the NSW government schools core rules to suit the needs of Brooke Avenue Public School.

<table>
<thead>
<tr>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Attend school each day prepared to learn.</td>
</tr>
<tr>
<td><strong>B</strong> Behave safely, considerately and responsibility</td>
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<tr>
<td><strong>C</strong> Care for all property.</td>
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<tr>
<td><strong>D</strong> Dress in full school uniform.</td>
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<td><strong>E</strong> Exercise respect.</td>
</tr>
</tbody>
</table>

### 2. Core Values

At Brooke Ave we recognise the importance of the following core values to the community. These values represent the aspirations and beliefs of the Australian community as a whole, including its concern for equity, excellence and the promotion of a caring, civil and just society. They are common to a range of secular and religious world-views and are found in most cultures.
The core values are:

<table>
<thead>
<tr>
<th>INTEGRITY</th>
<th>Being consistently honest and trustworthy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCELLENCE</td>
<td>Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.</td>
</tr>
<tr>
<td>RESPECT</td>
<td>Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>Being accountable for your individual and community’s actions toward yourself, others and the environment.</td>
</tr>
<tr>
<td>COOPERATION</td>
<td>Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>Being a proactive and productive individual and group member, having Pride in and contributing to the social and economic wealth of the community and the nation.</td>
</tr>
<tr>
<td>CARE</td>
<td>Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.</td>
</tr>
<tr>
<td>FAIRNESS</td>
<td>Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.</td>
</tr>
<tr>
<td>DEMOCRACY</td>
<td>Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.</td>
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**The ‘You Can Do It’ Program Achieve!**
The ‘You Can Do It’ Program will be implemented across the school with the language of the program to be the basis for student’s social emotional learning.
The five principle **keys** of the ‘You Can Do It’ Program are:

<table>
<thead>
<tr>
<th>Confidence</th>
<th>Knowing that you will likely be successful and that people will like you. Not being afraid to try something new. Looking and sounding confident.</th>
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</thead>
<tbody>
<tr>
<td>Getting Along</td>
<td>Working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions to school, home and the community including protecting the rights of others and looking after the environment</td>
</tr>
<tr>
<td>Persistence</td>
<td>Trying hard to do your best and not giving up when something feels like it’s too difficult or boring.</td>
</tr>
<tr>
<td>Organisation</td>
<td>Setting a goal to do your best in your schoolwork, listening carefully to your teacher’s instructions, planning your time so that you are not rushed, having all your supplies ready and keeping track of your work and when it is due.</td>
</tr>
</tbody>
</table>
D: STRATEGIES TO PROMOTE GOOD DISCIPLINE & EFFECTIVE LEARNING:

1. POSITIVES AT BROOKE AVE

<table>
<thead>
<tr>
<th>Programs / Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Theory / Reality Therapy</td>
</tr>
<tr>
<td>You Can Do It!</td>
</tr>
<tr>
<td>Seasons for Growth</td>
</tr>
<tr>
<td>KidsMatter</td>
</tr>
<tr>
<td>Don’t Obey Bullies</td>
</tr>
<tr>
<td>Do the 5</td>
</tr>
</tbody>
</table>

**YCDI! Awards** are to be based on the 5 keys of the You Can Do It Program Achieve!. Each fortnight at the Stage assembly, 2 students from each class will be awarded a Pupil of the Week award based on an agreed and previously announced Key. These awards are worth 2 points. Students will also be awarded small YCDI! Key awards in class when they exhibit a desired behaviour. These behaviours will be acknowledged with descriptive praise. These cards are worth 1 point. When students receive 20 points for each Key, they are awarded a KEY AWARD. Students that earn each of the 5 KEY AWARDS will receive an invitation to a KEY presentation ceremony. This system is designed to encourage students to monitor their own behaviour and to work towards achieving each of the Keys as identified by the YCDI! Program as being the keys that we need to achieve success and become well rounded individuals.

**Goal Setting Interviews** are conducted in Term 1 each year. These involve the student, the class teacher and the parent / caregivers discussing the child’s progress at school and agreeing on 2-3 goals. These can be academic or behavioural. When a goal is achieved a new goal is established with the class teacher. Children achieving their goals are to be sent to the Principal to receive a reward and to discuss their achievements.

2. SCHOOL PROCEDURES & GUIDELINES

a. Leaving school grounds
Children must stay within school grounds once they have arrived in the morning unless:
   - They have the permission of the Principal or Representative OR
   - Parents have written a note or attend personally to collect and sign out the child OR
   - Child is expected, with permission, to attend an excursion.
Children are dismissed at the end of the school day (2:50pm) with permission from school teaching staff.

In the event of a child leaving the school grounds without permission, if necessary, the police and the parents are to be contacted.
b. **School Excursions**
- Dress and behaviour of students is expected to be of an acceptable school standard. Students on Level 3 are not permitted to attend an excursion/incursion.
- No student will attend an excursion without the permission of a parent or guardian. Full school uniform is usually required.
- Students have the opportunities to attend relevant excursions that are developed in accordance to the school's Excursion policy
- Students on Level 3 are not permitted to attend incursions and excursions.

c. **Treatment of Animals**
- Students will not ill treat animals at school or on excursions.
- If injured animals are encountered, a teacher should be notified and veterinary assistance sought as necessary.
- See DEC Animals in Schools policy.

d. **Playground Behaviour**

i. **Before School**
- Students should arrive at school after 8:25am unless requested by staff for excursions or other designated school activities.
- Students arriving prior to 8:25am must remain at the locked gate. There is no supervision provided by staff until 8:25am.
- Students can play in designated areas using appropriate equipment and behaviours. There are to be no balls in the COLA area before school.
- Children should not enter any building unless accompanied or directed, by a staff member.

ii. **At 1st break**
- Children will sit in designated area, (under the COLA) to eat (15 minutes).
- When bell rings, children will be dismissed to go to the various playground areas.
- Children will play safely in playground.

iii. **At 2nd break**
- Children will sit in designated area, (Under the COLA) to eat or may move to their various areas.
- Children will play safely in playground.

iv. **Wet Weather**
- All children will go to their designated area for wet weather. (See current Playground Duty Roster)
- No children unsupervised in classrooms.

v. **Playground Rules**
- Walk on the concrete.
- Hands and feet to yourself.
- No school hat – play under the COLA.
- Stay in bounds and off the rails.
- Food and drinks in eating areas.
- No balls under the COLA.
- Rubbish goes in the right place.
• Play in your own areas.

See the attached appendix for further explanation of each rule.

e. **Homework**

• See Homework Policy

f. **Attendance**

• All children are expected to attend school every day, all day.
• Rolls will be marked and sent to the office immediately by 9:00am.
• All non-attendance will be followed up within 3 days, as per DEC policy via letter sent home by the class teacher.
• All attendance figures will be analysed by staff. Concerns will be notified to Principal, and then on to HSLO, if necessary (as per DEC policy).
• All partial attendances will be analysed by the Principal at the end of each term.
• Also see Attendance Policy

g. **Enrolment Procedures**

• See Enrolment policy.
• All new students will be assessed by STLA as soon as possible.

3 **PRACTICES DESIGNED TO RECOGNISE and REINFORCE STUDENT ACHIEVEMENT**

**Leadership opportunities for students include:-**

• Student Parliament
• Student Representative Council
• Library Prefects
• Class Leaders
• House Leaders
• Special responsibilities eg Environmental team
• Buddies (Kinder & Yr 5, Buddy Classes)

**Students are able to receive a wide range of awards and acknowledgements throughout the year.** These include:

• Assembly awards - 2 Recognition Awards for academic achievement and two Awards for YCDI! keys per class
• Home reading – prizes and awards
• Classroom Capers – students work is published in the Newsletter each week.
• Class incentives / reward systems
• YCDI! Awards
• Goals – When students achieve a goal they receive a ‘Certificate of Congratulations’ and a gift. This certificate also lists their new goal. This certificate is presented to the child by the principal in her office

**Level System**

A level system is in place at Brooke Ave PS. Student behaviour is monitored and recorded on the Sentral system. Positive behaviour is acknowledged with certificates of achievement and students are encouraged to work towards achieving Platinum level each year. Inappropriate behaviours are
monitored and recorded and students are encouraged to monitor and improve their own behaviour. See appendix ix Levels System

Monday Afternoon Assemblies

- **Years K-2**
  In odd weeks all K-2 students will attend the Assembly. Assemblies begin at 2:10pm and last approximately 30-40 minutes. A number of awards are distributed each week including Certificate of Recognition (Academic – 2 per class) and ‘You Can Do It’ awards. The target behaviour is dependent on the units that are being addressed in the classes. This is announced at the previous Assembly – 2 per class). Each class will be given opportunities to run the assembly throughout the school year. Parents are informed if their child is to receive an award at the Assembly or if their class is running the Assembly. All parents are welcome to attend.

- **Years 3-6**
  In even weeks all 3-6 students will attend the Assembly. Assemblies begin at 2:10pm at last approximately 30-40 minutes. A number of awards are distributed each week including Certificate of Recognition (Academic – 2 per class) and ‘You Can Do It’ awards. The target behaviour is dependent on the units that are being addressed in the classes. Each class will be given opportunities to perform at the assembly throughout the school year. Assemblies are run by the school leaders. All parents are welcome to attend.

Other Awards
Education Week Awards, Home Reading, Premiers Reading/Sporting challenge, uniform, Goal-setting, Environmental awards, band, library, TLLC Academic Awards (Stage 3).

Displays and Special Events
The school participates in various displays and events that foster high self-esteem, learning and encourage student and community involvement. Some of these include Book Week, Dance Festival, Choir performances, Koori Choir performances, Carnivals, Education Week Learning Journeys, World Environment Day, Harmony Day, class/stage expos, World Colouring Day, Brooke Idol, Jump Rope for Heart, Archibrooke, NAIDOC Week.

Reporting to Parents/Carers
- See Assessment and Reporting Policy
- 3 way Goal-Setting Interviews (Term 1 each year)
- Goal-setting certificates
- Newsletter- awards and Classroom Capers

Presentation Evening
The School Presentation Evening is an annual event held in the last week of the school year. The current venue is The Dolphin Theatre at Tuggerah Lakes Secondary College, The Entrance Campus. The school community is invited to attend.
At this event many children are highlighted for their academic, creative, social and sporting achievements throughout the year. Class Awards, Encouragement Awards, Band Awards, Library Awards, Sports Awards, Performing Arts Awards, Physical Education Awards, Library Awards, Creative Arts Awards, Year 6 Major Awards, a Year 6 College Award, Principal's Ambassador Awards are presented to students.
On this evening the incoming School Leaders for the following year are announced. The school band performs.

Competitions
Children are encouraged to participate in various competitions that are based on the curriculum, build self-esteem, foster learning and give useful feedback. Some of these include: Public Speaking, Premier’s Spelling Bee, Premier’s Reading/Sporting challenge, Art competitions, Lions Club Peace Poster Awards, University of NSW competitions, Environmental Competitions, PSSA Sporting Competitions.

4 STRATEGIES FOR MANAGING UNACCEPTABLE BEHAVIOUR

1. In the Classroom
The classroom teacher is, in the first instance, responsible for classroom behaviour. The following flowchart is not meant to replace a teacher’s own classroom management procedure, but to provide support for teachers. The plan is to deal with serious repeated breaches of rules in the classroom.

Students can enter this process at any step depending on the seriousness of the offence.

Step 1. In the classroom
Classroom teachers will negotiate a set of class standards or rules and consequences at the beginning of the school year. These should reflect the school rules. The teacher will implement the class system of warnings and consequences, when these rules are broken, or when the behaviour of a student disrupts teaching and learning, the teacher will implement the class system of warnings and consequences.

These are displayed in a visual system in each room and are as follows on the Cool Charts:
- a verbal /visual reminder of the expected behaviour or rule
- 2 warnings
- time out in the classroom. Time Out is a designated space within the classroom where a student is provided with the opportunity to reflect upon his or her behaviour in relation to the agreed standards or rules.

The student may choose to rejoin the class on condition of compliance with the agreed rules or having agreed to cease their disruptive behaviour.

If the behaviour continues …

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Step 2.
The student will go to the Buddy Class for out of class Time Out and complete a relevant Time Out sheet.
If a student is sent to Buddy class, he/she are placed on Level 1 until he/she displays 5 days of appropriate behaviour.

If the behaviour continues……

↓
Step 3.
The student is to be sent to the Stage Leader. The class teacher is to contact the Stage Leader to inform them that the student has been sent to see them.

If the student refuses to go to the Stage Leader a RED ‘Help’ CARD (or phone call) is to be sent to the office or the office contacted by telephone and an executive member will come to the class to assist.

The student may be placed in Time Out where the student will have a chance to reflect on his/her plan and catch up on any missed work.

If the behaviour continues ………

Step 4.
The Stage Leader will inform the student that they are to attend Planning Room. A planning room letter will be issued to the student. This is to be signed by the parents and returned to planning room the next day. The student is placed on Level 2 for 5 consecutive days of positive behaviour.

If the planning room letter is not returned, the student is to attend planning room again until the letter is returned.

If after 3 days the planning room letter has not been returned, the Stage Leader is to contact the parents.

If the behaviour continues ………

Step 5.
The Stage Leader will discuss the situation with the Principal to decide what further action needs to be taken.

If at any time the student’s behaviour becomes aggressive, the teacher is to immediately send a RED ‘Help’ CARD to the office for assistance or telephone the office.
If staff / students are at risk, they are to be removed from the situation.

2. In the Playground
Students can enter this process at any step depending on the seriousness of the offence.

Step 1.
For situations not involving aggression, students will be encouraged to ‘Do the 5’.
The teacher on duty may warn the student and remind them of the playground rules.

If the behaviour continues …
Step 2.
The student may be asked to walk with the teacher until the teacher determines it is safe/suitable for the student to return to the playground to play.

If the behaviour continues ........

↓

Step 3.
The teacher on duty will complete a playground incident report and inform the Stage Leader.

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Step 4.
The Stage Leader will further investigate the incident if necessary.

The Stage Leader will notify the student that they are to attend the Planning Room and place the child on Level 2 or Level 3.

In Planning Room the student will have a discussion about the school rules, better behaviour choices and possible restitution.

A planning room letter will be issued to the student. This is to be signed by the parents and returned to planning room the next day.

If the planning room letter is not returned, the student is to attend the planning room again.

If, after 3 days the planning room letter has not been returned, the Stage Leader is to contact the parents.

If the behaviour continues ........

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Step 6.
The Stage Leader will discuss the situation with the Principal to decide what further action needs to be taken.

If the behaviour continues ........

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Step 7.
The matter is referred again to the Principal. A meeting takes place with parents. Documentation of the process is presented. Further consequences are decided upon: e.g: warning of suspension, suspension, removal from the playground.
3. **Planning Room Procedure**
The Planning Room is supervised by the school executive. It is held each day for the duration of second break, after eating time. Students are to wait outside the Library for the teacher to attend.

Students are to sit away from other students.

The Planning Room letter notification is to be signed by the parents and returned to the Planning Room the next day.

If the planning room letter is not returned, the student is to attend Planning Room the next day.

If a student fails to attend Planning Room, an extra day may be added as well as a replacement day.

If after 3 days the planning room letter has not been returned, the Stage Leader is to contact the parents.

After attending planning room, the student may be referred to structured play if necessary (for a specific time).

5. **Suspension, Expulsion (also see DEC Suspension and Expulsion Policy and Procedures.)**
All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination.

To achieve this, BAPS will maintain high standards of student behaviour. There may from time to time, be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student(s) involved for the student(s) to be removed from the school for a period of time or completely.

Suspension and expulsion will only occur along the guidelines set out by the Department of Education and Training.

Except in the case of aggressive / violent behaviour, suspension will generally occur only after all appropriate school welfare strategies and discipline options have been applied and documented and after all appropriate school system support personnel have been accessed.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students, staff or property, violence, threats of violence, persistent disobedience, or the presence of weapons, illegal drugs or criminal activity.

6. **Discipline Code (Behaviour Modification and Recognition form)**
See Appendix ix – Levels System chart
G: ASSOCIATED POLICIES (See separate Documentation):

1. Aboriginal Education
2. Anti Bullying
3. Anti Racism
4. Attendance Policy
5. Bookwork Policy
6. Child Protection / Child Wellbeing Unit
7. Counsellor Referrals
8. Drug Education
9. Emergency Procedures
10. Enrolment Procedures
11. Excursion Policy
12. First Aid Procedures
13. Gender Equity
14. Gifted & Talented Policy
15. Homework Policy
16. Immunisation
17. Infectious Diseases + HIV AIDS
18. Learning Support Team Procedures
19. Medications (Administration of)
20. Playground Policy
21. Road Safety
22. Students with Medical Conditions
23. Students with Special Needs
24. Sunsmart Policy
25. Uniform Policy

Appendices:

i. Level 3 Red Card
ii. Counsellor Referral Sheet
iii. Planning Room Letter Proforma
iv. Playground Rules
v. LST Referral Proforma
vi. School Rights
vii. School Rules
viii. Goal-setting Guidelines
ix. Behaviour Recognition and Modification Levels