

STUDENT WELFARE POLICY

Section One - STUDENT WELFARE

Statement of Purpose

Student Welfare is all about looking after the needs of every child in the school. Students are provided with a high quality education so that they may learn to the best of their ability with a high level of self worth, becoming self-disciplined, tolerant, resilient and contributing members of the school and community.

Context

Newcastle East Public School is located in inner-city Newcastle. It was established in 1816 and is the oldest continuously running school in Australia. Newcastle East boasts award winning heritage buildings and beautifully landscaped grounds. The school's location - overlooking the Newcastle CBD - means that students and teachers can readily access many services of the surrounding city such as museums, galleries, theatres, beaches and sporting fields, all of which are located within walking distance of the school.

The school has an enrolment of 240 students. There are 9 classes; 6 straight and 3 composite classes with an average class size of 28 students. Newcastle East has an experienced staff who provide a balance of traditional and modern educational opportunities. N.E.P.S students come from diverse cultural and socio-economic backgrounds. The school has a very supportive and involved parent community with an active P&C committee and school council.

Academically, Newcastle East students perform well above state averages in both literacy and numeracy. There are many extra-curricula activities provided for the students including debating, drama, chess, after school sport program, public speaking, French lessons, school band and music tuition. The children are also encouraged to participate in a variety of external competitions and tournaments.

Ongoing Welfare of Students

All staff are responsible for the ongoing welfare of students. Typically, with teachers having the most daily contact with students they are in the most suitable position to identify when students have a welfare issue. Listed on the next page are seven aspects of welfare, the role of the teacher in each and who to contact for support.

WELFARE ASPECT	ROLE OF TEACHER	FURTHER ACTION
Attendance	Take roll Encourage return of absent notes Report unexplained absences of more than 2 days Monitor continual lateness to school	Principal HSLO
Grooming	Identify students presenting as unsatisfactory (uniforms / grooming). Report if prolonged. Implement PD syllabus encompassing typical grooming procedures. Identify head lice. (See separate section.)	AP Principal Office
Nutrition	Implement PD syllabus encompassing healthy food choices and good nutrition. Encourage healthy food choices each day, eg fruit break. Monitor students' food Report students without food.	Office
Emotional State	Have a rapport with student. Knowledge of student's background/key indicators. Be aware of precipitating factors. Accommodate students where possible. Identify students who have a change in emotional state. Monitor tiredness of students. Identify patterns and report.	AP Principal
Illness	Identify students who are ill. Complete sick bay note and send to office. Report continuing pattern of sickness.	Office Principal
Accident	Identify seriousness of incident and administer first aid if necessary. If severe, seek assistance from other staff. Notify medical personnel and parents/caregivers. Complete accident report. Modify cause of accident if an OH&S issue.	Office Principal Teacher OH&S Cmttee
Preparedness	Encourage students to arrive at school with relevant equipment. Make expectations clear through your job/my job modelling. Make students aware of deadlines for returning notes / money. Report any exceptional circumstances. Promote awareness of importance in relaying newsletter and notes between school and home.	Principal Office

Ongoing Welfare

Where the teacher notices a change in any of these aspects in a student and the teacher considers this change to be noteworthy, they should speak with the student and/or their parents/caregivers. Any relevant information should be shared with other staff members who are involved with the student.

Department of Community Services (DoCS) Notifications

When a teacher believes that a student has been the victim of sexual, physical or psychological abuse, the teacher has a mandatory obligation to notify DoCS.

It is possible that a student will disclose or start to disclose welfare-related information to school staff in class or with a group of other students. If this happens it is important for school staff to use the strategy of **positive interrupting** to prevent the student from disclosing this information in an unsafe place. That is:

- Acknowledge that you have heard the student and stop them disclosing any further
- Be supportive and gently indicate that the student may want to tell you about it at a later time
- Quietly arrange to see the student as soon as possible, such as after the lesson, away from other students.

From 'Child Protection - Supporting Students' (1997)

- If disclosure provides reasonable grounds for DoCS notification, the staff member should **inform the principal**.
- If disclosure does not provide reasonable grounds for DoCS reporting, then 'contextual' questions may be asked at a later time to determine if a notification is necessary or not.
- These questions should establish background information. Staff members should **NOT USE LEADING QUESTIONS**. So, for example, ask- 'How are you being hurt?' rather than 'Is your dad hitting you?'

Medication Necessarily Administered at School

In some cases school staff may be asked to administer prescribed medication to individual students. This request will be considered, and may be done only under the following conditions: -

- ☺ The parent (or caregiver) has communicated in writing to the school the type of medication, the nature of the dosage, and the time of administration
- ☺ The school has been informed of the name and contact details of the prescribing medical practitioner
- ☺ The medication is supplied each day, clearly marked with student's name, time, and dosage.
- ☺ The parent has indemnified the school against legal action if for any reason the medication can't be administered.



Head Lice

Head lice are prevalent, to some extent, in all schools, and strategies are aimed at informing parents of the types of treatment available to eliminate the lice, the eggs, or both.

On occasions school staff might have need to check students for head lice, especially when several students from one class have been found to be infested. Parents are informed of the outcome of any checks, in writing, where infestations are present, and advised on remedies.

Programs and Services

Listed below are welfare programs and services currently running in the school which provide students with support so that they may learn to the best of their ability.

Learning Support Team (LST)

The Learning Support Team's aim is to ensure that the needs of students at Newcastle East Public School are being met. The LST provides guidance and support for all staff and facilitates active participation by parents and caregivers throughout the support process. Its responsibilities are twofold:

☺ Whole school planning

- Co-ordination of resources within and outside the school.

☺ Planning for individual students

- Ensuring that the needs of individual students are addressed by co-ordinating the support cycle processes of appraisal, access, programming and reappraisal.

LST meetings are usually scheduled in Weeks 3, 6 and 9 of each term on a Tuesday morning. Other meetings can occur as the need arises. For further details, see the LST Policy.

Integration

Some students with disabilities and learning difficulties are provided with funding support. The LST decides upon the best way to use the funding support so that the needs of the students are met. This can be through the employment of a teacher, teacher aides, programs and other resources.

Counsellor

The counsellor works at NEPS assessing and counselling referred children. The school counsellor is accessed through the LST (see the attached LST referral form). Parents, caregivers or staff may initiate a referral to the counsellor at any time.

Learning Assistance Support Teacher (LAST)

The school has an LAST teacher to support learning programs. These programs include remediation, extension, follow-up to the NAPLAN and assistance in data collection. The LAST program is prepared collaboratively through the LST.

English as a Second Language (ESL) Teacher

The school's allocation of ESL teachers can vary from term to term depending on the number of students we have from a non-English speaking background (NESB). Students who have recently arrived at the school speaking no English are considered to be in Phase 1. These students are put on a short term intensive program. Students in Phase 2 take part in a weekly program to help their acquisition and development of English. The LST collaborates with the ESL teacher in the monitoring and assessment of students on these programs.

Aboriginal Support

NEPS is situated on the traditional lands of the Awabakal people. At the beginning of each assembly, an acknowledgement of Country is performed as part of showing respect for Aboriginal culture and heritage.

NEPS has an Aboriginal student population of approximately 2%. Personalised Learning Plans (PLPs) are developed for each Aboriginal student and reviewed annually. Staff place high expectations on these students and maintain a close relationship with parents.

Links with the Aboriginal Education Consultative Group (AECG) are encouraged to collaborate in the planning and delivery of Aboriginal Education across the curriculum for all students.

Transition Programs

Transition to Kindergarten

The Kindergarten Orientation program begins in Week 4 of Term 4 with a parent information evening. This meeting is followed by four subsequent orientation mornings for the new Kindergarten children. It runs from Week 5 to Week 8 inclusively and is led by the school principal and the Kindergarten teacher/s for the following year. The program aims to familiarise the new students with the school environment, staff and other students in order to make their transition to school smoother. Parents also attend information sessions with the STL, P & C and School Council presidents, representatives from OOSH, and other professionals from the local area such as behavioural optometrists and speech therapists. During this program the new students and their parents are also introduced to their Year 6 buddies, who will be their school guides and friends when they begin school the following year.

Transition to High School

The school liaises with high schools, collects information through profiles, identifies students with high needs, and provides the opportunity for students to attend orientation days and high school visits.

Student Leadership

The student leadership group consists of two Captains and two Vice-captains, with responsibilities for overall welfare of the student body.

Gifted and Talented Students

NEPS identifies those students who are working well beyond their peers, and provides additional structured activities for them. Staff recognise the importance of extension work to constantly provide an intellectually stimulating environment for all students, and for the very capable, the school meets these needs by: -

- ☺ Promotion to a higher grade for individual subjects
- ☺ Provision of extension work within the normal classroom
- ☺ Participation in special programs, including Maths Olympiad, Tournament of Minds, drama, music and dance festivals and productions
- ☺ Design challenges conducted within the school, to meet the needs of students who enjoy creation and construction of solutions to complex engineering problems.

Values

The 5 core school values are excellence, respect, responsibility, cooperation and truth. These values are embedded within the school wide social/emotional state

After-School Sport

NEPS provides a full co-curricular program, with after-school sports including cricket, sailing, surfing, basketball, netball, European handball and soccer included. With many of our students living in apartments, or without adequate space at home for exercise, a key element of our welfare practice is the provision of robust, healthy activities.

Anti-Bullying

Bullying is not tolerated at NEPS. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation. See the NEPS Discipline Policy for our Anti-Bullying Plan.

Anti-Racism

All DET employees and students share a responsibility to eradicate racism in schools, and each school must report through its Annual Report the number and level of racially-based incidents each year. Our school has an ARCO (Anti-Racism Contact Officer) who is known to all students, and to whom racist incidents are referred in the first instance. The Principal has overall responsibility for addressing any racially-based concerns in the school, and must act with the ARCO to eliminate such incidents.

Critical Incidents

From time to time the school might experience an incident which threatens the normal operations of the school, or threatens the physical or psychological welfare of staff or students. Examples could be serious illness or death of a

member of the school community, natural disaster, fire, or failure of a basic service. Amelioration strategies used in these cases include:

- ☺ Regular lock-down and evacuation drills
- ☺ Counselling staff on hand to advise staff of appropriate responses
- ☺ School information resources used to inform community
- ☺ Staff counselled in approaches to the crisis situation

Family Court Orders

The school needs to be kept abreast of current court orders for students whose parents have sought a court ruling on the custody of the child. It is the parents' responsibility to supply the school with the most recent court orders. Family Court orders are binding only on the parties named, and staff have no role in enforcing these orders.

Visitors to the School

Parents and other volunteers who visit the school during school hours are required to sign in at the office and wear an official 'visitor's' badge before proceeding to other parts of the school. They may also be required to fill out a 'Working with Children Form'.

Teachers who have visitors approach their classroom without a badge should insist on the visitors signing in first. This procedure ensures that all visitors have been safely verified by office staff.

Emergency Evacuation See the OH&S Policy

School Uniform Code See separate policy.

Please find the following related policies from the DET's website.

- Student Welfare Policy
https://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml
- Values in NSW Public Schools
https://www.det.nsw.edu.au/policies/student_serv/student_welfare/valu_scool/pd_05131_Values.pdf
- School Attendance Policy
https://www.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259.shtml
- Anti-Racism Policy
https://www.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235.shtml

Policy dated December, 2008

Reviewed February, 2015

NEWCASTLE EAST PUBLIC SCHOOL

Learning Support Team Referral -- For completion by Teacher

Student's Name DOB / / Class

Name of contact person if different to above family name

Parent consultation YES If NO then why not

Referred by

Reasons for referral

.....

Comment on the following where applicable

Academic Skills (Include test results for any standardised tests in reading, spelling, maths etc)

.....

.....

Social relations with peers and teachers

.....

Behaviour in the classroom or playground

.....

Home situation (eg parents separated etc)

.....

Does this student wear glasses? (Please tick) Yes No

Does this student have any known disabilities or medical conditions? (Please tick) Yes No

If yes, what?

Do you have any assessment reports? (If yes, please attach copies of those reports) Yes No Attached

Is there anything else you would like the Learning Support Team to know?

.....

Please comment

What support has been made available to this student?

.....

What class strategies have been tried and with what success?

.....

What do you hope to happen from this referral?

.....

Supervisor (signature) Teacher (signature)

Date / /

Date / /

NEWCASTLE EAST PUBLIC SCHOOL

Learning Support Team Referral - For completion by Parent or Caregiver

Student's Name Date of birth / /

Address

Telephone Home: Work/Mobile:

Reasons for referral – Parent

.....

Reasons for referral – Teacher

.....

Developmental History (Has your child ever been very sick or had an accident)

.....

.....

Previous assessments by a doctor, psychologist, speech therapist etc (If yes, please attach copies of reports)

.....

.....

Vision has been assessed (Please tick) Yes Date No

Hearing has been assessed (Please tick) Yes Date No

Is there anything else you would like the Learning Support Team to know?

.....

.....

.....

What do you hope to happen from this referral?

.....

Permission for Assessment

I have read the **Privacy Notice** and give permission for the Learning Support Team to, (please tick)

- Refer my child to the School Counsellor for assessment and counselling as required.
- Contact other agencies or health professionals as required.
- Exchange information with other agencies or health professionals.

PRIVACY NOTICE:

This information is being obtained to assist the School Counsellor in providing support for your child. It may, as appropriate, be provided to other members of the school staff involved in supporting your child. Provision of this information is voluntary. It will be stored securely. You may correct any personal information provided at any time by contacting the School Counsellor.

Parent/Caregiver (signature)..... Date / /

Name Relationship to student

STUDENT WELFARE POLICY

Section Two - Student Discipline

Statement of Purpose

To develop a culture at the school with the following outcomes:

- ☺ students feel safe and secure within the school and at all school activities
- ☺ compliance by students with all school rules and the school discipline code
- ☺ acceptance by students, parents and caregivers of the shared responsibility for student discipline
- ☺ peaceful and timely resolution of conflict in a mutually respectful climate

Rules

The five school rules are as follows:



1. **Respect**
2. **Hands off**
3. **Friendly talk**
4. **In the right place**
5. **Do as you are asked**

The school rules encompass the Core Rules for students in New South Wales government schools. All students are expected to:

- attend every school day, unless they are legally excused, and be in class on time and prepared to learn;
- maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy;
- behave safely, considerately and responsibly, including when travelling to and from school;
- show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities;
- treat one another with dignity and respect; and
- care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Strategies and Practices to Promote Positive Student Behaviour

Establish and maintain a climate of respect incorporating:

- **POSITIVE AND SUSTAINED RELATIONSHIPS** - the highest priority is building positive, collaborative relationships among all members of the school community.
- **CONSISTENT EXPECTATIONS** of acceptable standards of behaviour
- **FOCUS ON PERSONAL SUCCESS** and continually emphasise high expectations.
- **EMPOWER STUDENTS** with a voice through student leadership.
- **SELF ASSESSMENT** used as an effective tool in building reflective thinking and positive behaviour and attitudes in students.
- **SOCIAL AND EMOTIONAL EDUCATION** continually promoted, modelled and expected.
- **QUALITY TEACHING** - this ensures student engagement in their learning. Programming should be driven by the following questions:
 - What do you want the students to learn?
 - Why does that learning matter?
 - What are you going to get the students to do (or to produce)?
 - How well do you expect them to do it?

Strategies and Practices to Recognise and Reinforce Student Achievement

NEPS Award System

Newcastle East Public School acknowledges quality work, pleasing behaviour and citizenship through a variety of methods.

- ☺ Verbal praise and ongoing positive feedback
- ☺ Stickers and other tokens
- ☺ Public praise at assemblies, in school newsletters and on the school website
- ☺ Merit awards at weekly assemblies



Two Achievement Awards are handed out by each teacher at every Monday morning assembly.

Presentation Day

End of year Presentation Day recognises academic, sporting, citizenship and leadership achievements. (For more details about Presentation Day awards, refer to the procedures on the school computer network).

Parent Feedback

Staff proactively contact parents whenever the need arises. At the end of Semesters 1 and 2, written reports are sent home to parents and/or caregivers to update the academic, social and extra-curricula achievements of their students. Parents are

invited to approach their child's teacher to discuss progress or concerns. Parent/teacher interviews are scheduled each year in the last two weeks of Term One.

Anti-Bullying Plan

Bullying is not tolerated at NEPS. Students have the right to expect that they will spend the school day free from fear of bullying, harassment and intimidation.

Bullying is 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, humiliation, domination and intimidation of others. Bullying behaviour can be verbal, physical, social or psychological.

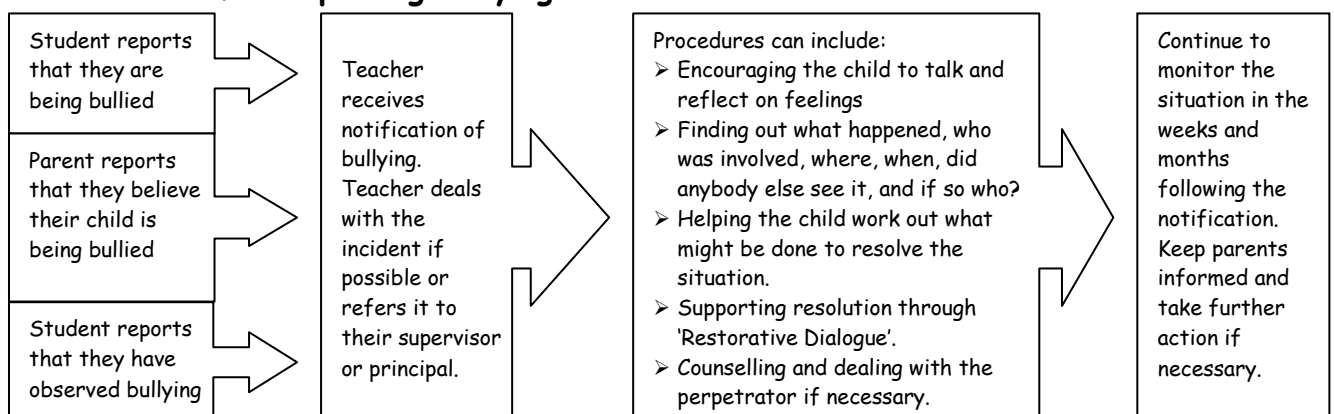
- ☺ *Verbal bullying* involves name calling, put downs, threats, ridicule, hurtful nicknames, belittling others' abilities and achievements and making degrading comments about another's culture, religious or social background.
- ☺ *Physical bullying* is any form of physical violence such as hitting, tripping, kicking, pushing, shoving or stealing or damaging the belongings of others.
- ☺ *Social bullying* includes being left out, ignored, spreading rumours, writing offensive notes or graffiti about others and excluding someone you're your group or game.
- ☺ *Psychological bullying* involves incidences such as when a child is stalked, given dirty looks, forcing others to act against their will or singled out for unfair treatment.

Identifying Bullying Behaviours

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 make 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 signs are:

- ☺ being physically injured without explanation
- ☺ loss of confidence and self-esteem
- ☺ experiencing depression and general unhappiness
- ☺ not wanting to go to school or play with friends.

Procedures for Reporting Bullying



NEPS Classroom Strategies to Manage Inappropriate Student Behaviour

The great majority of students at Newcastle East Public School respect the rights of others and take responsibility for their own actions.



In cases of minor classroom misbehaviour, teachers will continue to offer verbal reminders or counselling of students.

In rare cases of extreme misbehaviour, a teacher may send an 'SOS' card to seek assistance (kept in teachers' top drawers). Examples of these misbehaviours include any form of violence, vandalism, insolence to a teacher or deliberate disobedience. The Principal may immediately suspend a student who is misbehaving. The following sequence is a guide for actions, and at any time teachers have the discretion to move quickly to any higher level.

Hierarchy of Consequences for dealing with unacceptable behaviour: -

1. **Class rules** - negotiated at the beginning of the school year, form the basis of expectations for behaviour.
2. **Verbal reprimand** - In the first instance of misbehaviour, the teacher confronts the student by asking "What is the rule here?", or "What is your job now?"
3. **Name Recorded** - When misbehaviour continues, the child's name is written down, either on the board or in a book. This written record is a warning that if the behaviour is left uncorrected, a punishment will be imposed. This step can be extended by adding another tick, or by removing ticks.
4. **Time Out** - As the next step, the student is moved to an isolated part of the classroom, to allow uninterrupted work, and eliminate disruption to surrounding students. A 'Time to Think' sheet (see attached) may be completed by the student at this time, allowing them to self-reflect upon their behaviour.
5. **Buddy Class Time Out**- As the next step, the student is moved out of his/her classroom, to the 'buddy class' to allow uninterrupted work, and eliminate disruption to peers. Students should be sent to the buddy class with a 'Time to Think' sheet (see attached) which **should be** completed by the student at this time, allowing them to self-reflect upon their behaviour.
6. **Executive Time Out** - The student behaving inappropriately on a regular basis is sent to an Assistant Principal for counselling and time-out (using the attached referral). The student's name is recorded and a note is sent home to inform parents. If a student is sent to an Assistant Principal twice in one term, s/he attends Planning Room for one day.
7. **Planning Room**- If inappropriate behaviour persists the student will be sent to the lunch-time Planning Room, where there is a requirement of the student to complete an incident report, a list of alternative reactions which might have been pursued, and a plan to avoid future problems. Parents are notified.
8. **Loss of Privileges** - If a student visits the Planning Room twice in one term, they lose an upcoming privilege which is at the discretion of the principal and staff. Parents will be notified.
9. **Suspension from School**- The Principal can impose a suspension from school for any period up to twenty days. In cases of violence, or persistent disobedience, such

suspensions are mandatory, but the Principal has the right to suspend any student, at any time, for any serious breach of the school's discipline policy. Any suspension must be "resolved" at a meeting between parents and staff, before a student can re-join classes.

10. **Exclusion or Expulsion** from school.

NEPS Playground Strategies to Manage Inappropriate Student Behaviour

The 5 School Rules are published and displayed in the playground. Teachers need to be prompt and mobile when on playground duty. Teachers are encouraged to be pro-active in solving problems before they escalate.



Hierarchy of Consequences for dealing with unacceptable behaviour:

1. Resolved by duty teacher

Consequences could include...

- ☺ Non-verbal gesture
- ☺ Discussion
- ☺ Separate or move from problem
- ☺ Sit on a 'Stop Sign'
- ☺ Stand or walk with teacher
- ☺ Direct to correct area

MINOR MISBEHAVIOUR
Eg. running on hard surfaces kicking balls on hard court in classroom at playtime riding scooters or bikes verbal disputes interfering in others' games

☺ Repeated Minor Misbehaviours

- ☺ Duty teacher records in playground book.
- ☺ Student asked to stay on a 'Stop Sign'
- ☺ If a student receives 3 recorded entries within a term, s/he visits the Planning Room for one day.

REPEATED / FREQUENT MINOR MISBEHAVIOUR
As listed above.

2. Planning Room

- ☺ Teacher fills out a Planning Room referral form and gives it to the AP in charge.
- ☺ On occasions, it may be necessary to send students immediately to the Planning Room.
- ☺ Supervisor and teacher determine the number of days student spends in Planning Rm.
- ☺ Parents are notified.

MODERATE AND MAJOR MISBEHAVIOUR
Eg. Physical or verbal abuse Defiance, Stealing Violence, Bullying Insolence, Throwing objects Fighting , Destroying property

3. Notify Principal or Executive Immediately

Principal and/or executive will use their discretion to determine the most appropriate action to resolve the situation which may include...

- ☺ Contacting parents
- ☺ Planning Room
- ☺ Restitution
- ☺ Suspension

EXTREME MISBEHAVIOUR
Premeditated or malicious violence Possession of weapon Major vandalism or stealing

4. Loss of Privileges

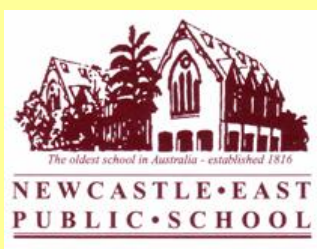
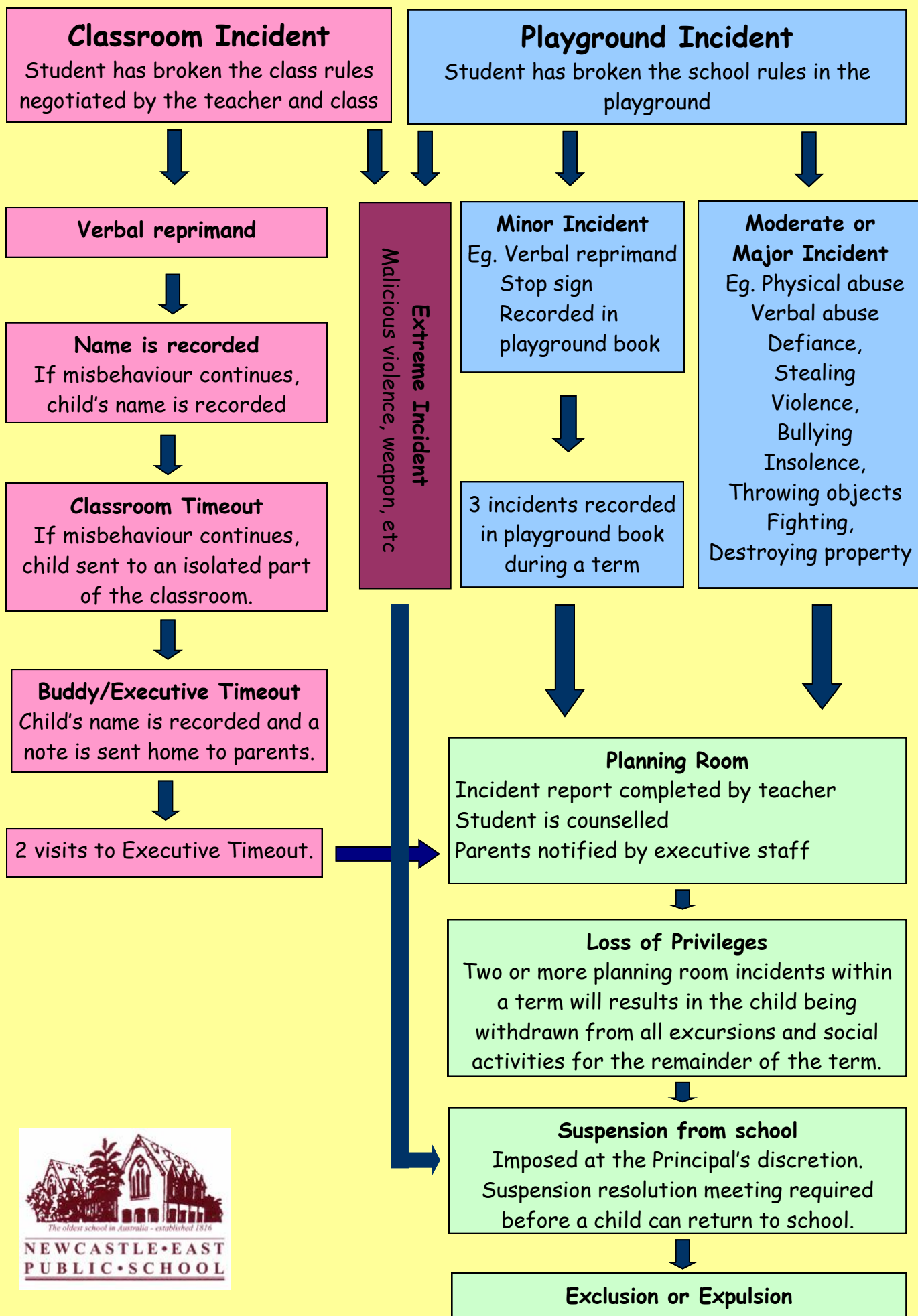
If student is sent to Planning Room more than once in a school term, parents will be notified that all excursion and social rights have been forfeited for the remainder of that term.

5. Suspension from School

The Principal can impose a suspension from school for any period up to twenty days. In cases of violence, or persistent disobedience, such suspensions are mandatory, but the Principal has the right to suspend any student, at any time, for any serious breach of the school's discipline policy. Any suspension must be "resolved" at a meeting between parents and staff, before a student can re-join classes.

6. Exclusion or Expulsion from school.

NEPS Strategies and Practices to Manage Inappropriate Student Behaviour



Map of Playground

This map shows the areas within the playground that are safe to play in. These areas remain constant before school, at recess and lunch. Students found outside these areas will be deemed 'out of bounds'.



General

- ☺ Please leave the bell for the nominated ringers.
- ☺ Walk your bike, scooter or skateboard in school grounds.

COLA and Pebblecrete

- ☺ Walk only on hard surfaces - the pebblecrete is very slippery when wet!
- ☺ Keep safe and keep others safe - Kick balls on grass only.

Out of bounds

- ☺ Students are not to be in classrooms without the class teacher present.
- ☺ No students to be behind or under the demountable classrooms.
- ☺ Students should not be on the retaining walls or gardens.
- ☺ If a ball goes into the garden or over the fence, tell a teacher.

Before and After School

- ☺ If a student is unaccompanied in the playground before 8:20am or after 2:45pm, they are asked to notify staff and sit and wait on the front verandah adjacent to the office.

No Hat. No Play

Enforced all year at play time. Students without hats are asked to play in COLA or library/computer room.

No hat - no play is also enforced when engaging in PE and sport. Students who do not have a hat are given alternative activities to do indoors.

Planning Room

The Planning Room operates in a classroom at lunchtimes. For consistency, executives, in consultation with staff, will determine whether a student enters the Planning Room and how long they stay for.

Students are counselled while in the room. They make a 'plan' for what choices they will make in the future.

Students are reminded to turn up to Planning Room just before lunch.

Students are issued with a note on their first day notifying their parents / caregivers of their visit to Planning Room.

Travelling To and From School

The Core Rules state to "behave safely, considerately and responsibly, including when travelling to and from school".

If misbehaviour occurs while travelling to or from school, the following may occur:

- ☺ Parents/caregivers may be contacted
- ☺ Alternative future arrangements made to inhibit the incident reoccurring.
- ☺ Discussions and other appropriate actions at school following the incident.
- ☺ If on a bus, then the school will liaise with the bus company to ensure that appropriate measures are enforced.

Excursions, Sporting Fixtures and Cultural Events

When students are representing the school in a venue outside the school grounds, exemplary behaviour is expected.

The school rules are enforceable on these occasions, and disciplinary procedures will remain in place. Students displaying inappropriate behaviour may be removed from the venue and returned to school/home by staff or parents.

Loss of Privileges

If a student visits the Planning Room twice in one term, they lose an upcoming privilege which is at the discretion of the principal and staff. Parents are notified of this loss of privilege. Examples of privileges that may be revoked include the participation in a sports team, an excursion, a disco or the attendance at a cultural activity.

Suspension

Students who continually misbehave or are violent may be suspended for up to 4 school days. Students who bring a weapon to school, or are involved in an extreme violent incident may be suspended for up to 20 school days (i.e. a long suspension). See 'Suspension' policy.

Expulsion

A student can be expelled after two long suspensions. See 'Expulsion' policy.

Please find the following related policies from the DET's website.

- **Core Rules**

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

- **Student Discipline in Government Schools**

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level=Schools&query=discipline

- **Anti-bullying Plan for Schools**

https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/anti_bul07.pdf

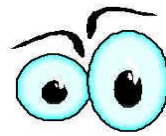
- ☺ **Suspension and Expulsion of School Students - Procedures**

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

- ☺ **Occupational Health and Safety Policy**

https://www.det.nsw.edu.au/policies/staff/oh_s/ohs_pol/PD20040007.shtml

Time to Think...



...

I am here because... _____

The rules I have broken are... _____

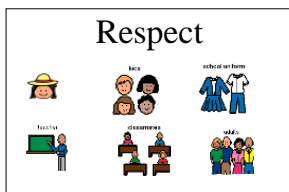
I can return to class if I ... _____

When the teacher is ready, discuss the responses on this 'Time to Think' sheet with them!

Name: _____ Date: _____ Time: _____

Executive Time Out Referral

I have had to send _____ to the Assistant Principal for breaking the following rule/s: (please circle)



More details? _____

Signed: _____ Time: _____ Date: _____