

Parramatta State School

Responsible Behaviour Plan for Students

School Rules: Respect, Safety & Learning



Based on *The Code of School Behaviour*

Last updated: June 2014

1. Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Through careful planning and review processes, we can establish a caring school environment by developing a clear Responsible Behaviour Plan which outlines:

- How we can act in a reliable and planned manner when working with our students.
- How we can focus on and teach positive behaviour and therefore reduce the likelihood that students will use inappropriate behaviour.
- How we can act fairly by considering individual circumstances when managing students' inappropriate behaviour.

Our ideas for meeting these goals are outlined in the following pages. We will also ensure that our plan aligns with Education Queensland's policy document **The Code of School Behaviour**.

2. Consultation and data review

This updated plan was initially developed in a consultation process with school staff beginning in Term 1 2011. Amendments and updates were discussed in both whole-staff meetings and within presentations on Student Free Days. Specific sections were also tabled for discussion and review at the Schoolwide Positive Behaviour Support Leadership team meetings. Feedback was sought regarding the practical nature of the plan and ensuring it matched the processes and procedures being developed at Parramatta State School.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director in December 2009, and has been reviewed in 2011, 2012 and 2014 as required in legislation.

3. Learning and behaviour statement

Having discussed our beliefs about student behaviour and learning, we have come up with the following set of beliefs and how these influence the way we work with our students:

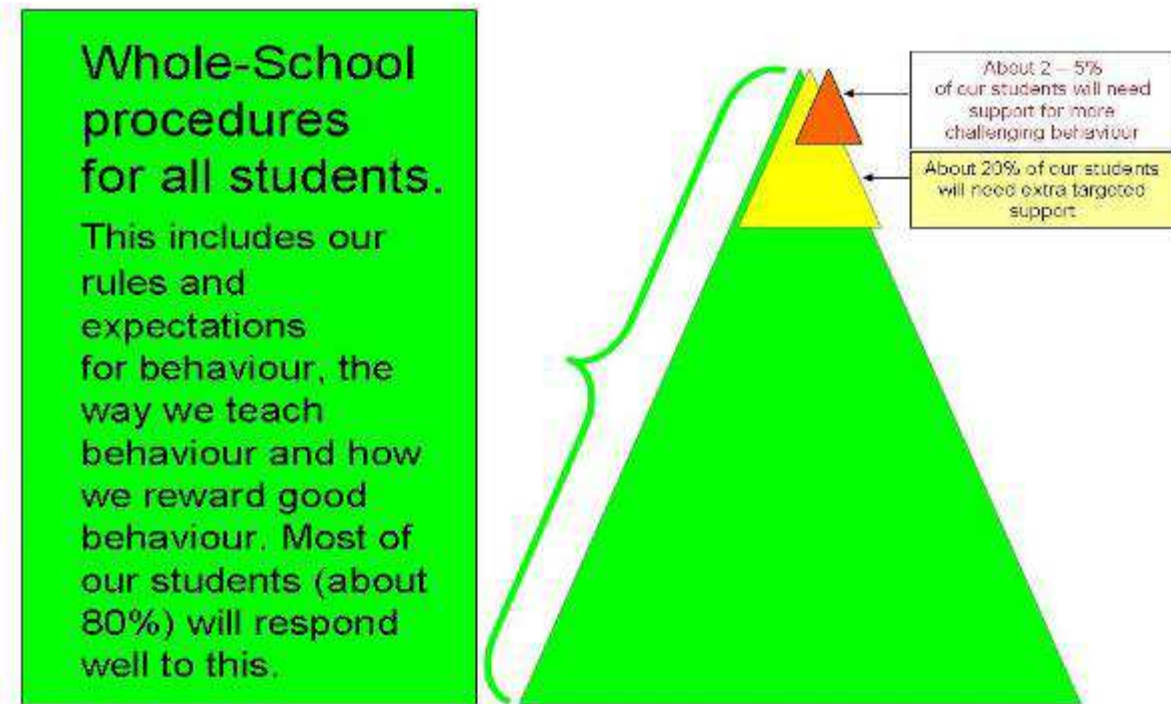
- 1. We believe that all members of our school community – students, staff, parents, carers and visitors – have the right to be safe and be treated with respect. This means that we:**
 - work on being clear about the positive behaviours that we want to see our students using;
 - develop fair consequences for behaviours that do not meet our expectations for positive behaviour;
 - develop ways to acknowledge and reward positive behaviour.
- 2. We believe that staff, students, parents and other community members need to work together as a team to influence the behaviour and learning of our students. This means that we:**
 - model our expectations for positive behaviour to students by behaving in a fair and caring way;
 - try to work in partnership with parents / carers;

- emphasise and encourage positive behaviours before using negative consequences for inappropriate behaviour.
3. **We believe that education is not just about teaching academic subjects. Because students will use behaviours that they perceive will best meet their needs, our school needs to assist students to learn socially acceptable behaviours to meet these needs. We believe that all students should be encouraged to develop responsibility for their own behaviour and be given opportunities to develop a sense of self-worth. This means that we:**
- have identified a set of core expectations which we believe provide opportunities to learn behaviours which help students prepare for positive citizenship. These core expectations are **Respect, Safety and Learning**.
4. **We also believe that these expectations need to be explicitly taught throughout the school year. To this end, we**
- have developed a *Matrix of Expectations*, a framework which promotes and illustrates the behaviours expected of all members of the school community across each school setting;
 - have developed, from the *Matrix of Expectations*, a set of fortnightly focus social skills or classroom routines which are taught and reinforced across all grade levels.
5. **We believe that children, as individuals, have different styles of learning and will learn at different rates. Their “first” or *home* language and social background may also affect their ability to communicate and learn in a Standard-Australian-English oriented environment. Because of this, some students will also require additional support in learning appropriate behaviours. This means that we:**
- Use different ways of reinforcing and teaching our expectations;
 - Think about the individual circumstances of situations when correcting inappropriate behaviour;
 - Discuss concerns with specialist staff if we identify that some students require extra support in regard to behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Parramatta State School endorses a whole school approach intended to promote, teach and reinforce positive behaviour for all our students. The school is therefore in the process of implementing the School-wide Positive Behaviour Support (**SWPBS**) framework as a means to develop this approach. We recognise that some students require extra support in order to meet our expectations of positive behaviour.

- A “**Universal Behaviour Support**” approach (with everyone using similar programs and ideas) to encourage and teach all students to use positive behaviours.
- A “**Targeted**” approach that aims to provide extra support to those who need further guidance.
- An “**Intensive**” approach that aims to provide support to those students with more challenging behaviours.



School-wide Positive Behaviour Support program is coordinated by a School Leadership Team. This is composed of representatives from Administration, Teaching, Guidance, Behaviour Support, Parent and Community Organisations. This Leadership team will continue to work with all members of the school community in relation to consolidating and developing the following:

- Procedures for recognising, promoting and explicitly teaching pro-social behaviours;
- Procedures for applying fair and logical consequences for inappropriate behaviour;
- Procedures for collecting relevant data to assess the effectiveness of these strategies.

Universal Behaviour Support

1. **A school-wide focus on Respect, Safety and Learning**

To promote the right for all school community members to be treated with respect, to be safe and to have the opportunity to learn we embed our school-wide expectations in daily practice and communication.

2. **A framework for developing classroom rules**

The school-wide expectations, **Respect, Safety and Learning**, are used by teachers to develop a set of classroom rules with their students. This means that each classroom at Parramatta State School will have rules that:

- Promote students' best interests in acting in a **safe** manner and being treated with and showing **respect**.
- Protect and promote students' right to **learn** and the teacher's right to teach;
- Are developed by teachers *with* their students to promote ownership;
- Are modelled by the teacher;
- Are visually displayed in the classroom and are frequently referred to;
- Are reviewed when necessary.

3. **A focus on teaching our expectations**

Our focus on the explicit teaching of school-wide expectations (as outlined in the Matrix of Expectations, **Appendix 1**) is implemented by the Focus Skill of the Fortnight. Each week a particular social skill or classroom routine is re-taught and reinforced across all Grade levels.

4. The recognition and rewarding of students' positive behaviours

One of the easiest ways to teach positive behaviour is to recognise students doing something well and then directly acknowledging and praising them for it. An important part of our Responsible Behaviour Plan is therefore how we recognise and praise students who are behaving positively and encouraging others to use positive behaviour more often. Examples of how we do this at Parramatta State School include:

- Pointing out students' positive actions to others in order to demonstrate or re-teach appropriate behaviour
- Awarding particular class or out-of-class responsibilities to students
- Celebrations and Culminating Activities
- Positive feedback given at school assemblies
- Positive letters/phone calls to parents/carers
- Newsletter notifications of student achievements
- Publicly displaying student work and sharing with others
- Student of the Week recognition
- The 'I Caught you ...' acknowledgement system
- Earning of free time/choice of activity
- Individual Class Rewards (e.g., parties, fun days videos, game events)
- Attendance Class Parties
- Attendance Individual Rewards
- Star Awards
- Leader monitors

5. The implementation of staff support strategies

The following procedures are utilised in order to support our teaching staff in regard to effective behaviour management strategies.

- Peer support offered through formal / informal mentoring partnerships with teaching staff.
- Individual support offered through mentoring meetings with Administration staff.
- Professional development presentations at staff meetings (e.g. Review of Responsible Behaviour Plan strategies and procedures; Schoolwide Positive Behaviour Support presentations).
- Classroom Profiling and feedback provided by a trained classroom Profiler.
- Presentations on the Essential Skills for Classroom Management.
- District Professional Development opportunities and support (e.g. Schoolwide Positive Behaviour Support Training; participation in further training modules; ongoing assistance in implementation of SWPBS framework provided by SWPBS external Coach)

Targeted Behaviour Support

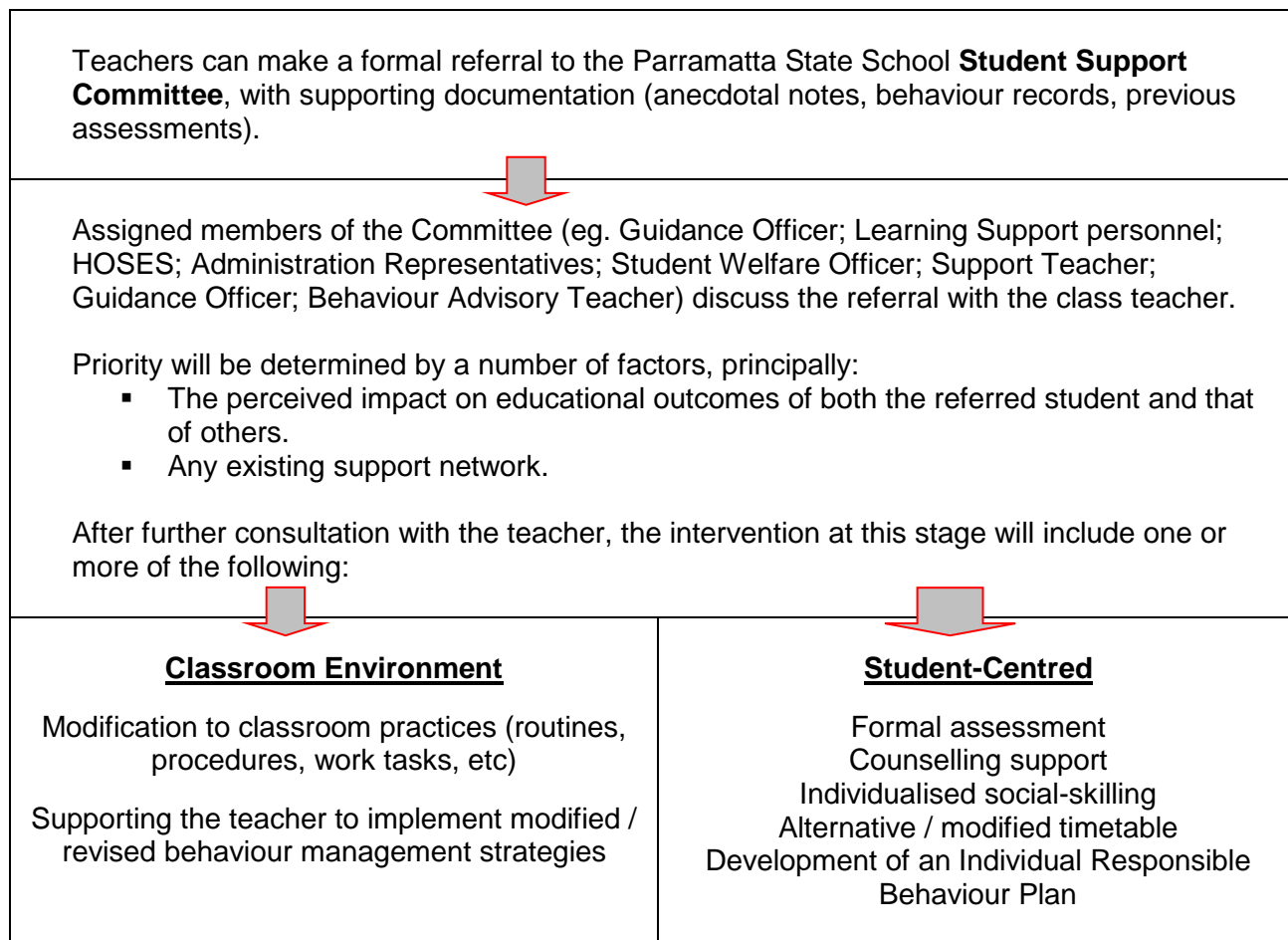
1. Support implemented by Teaching staff

If students require extra support in developing effective learning behaviours and appropriate social skills, initial actions by teachers can include:

- Building a positive relationship with the student and discussing what the problem might be which is getting in the way of good work habits or getting along with others.
- Modifying the work tasks, or linking the student with a teacher-aide or student 'buddy'
- Encouraging more positive behaviour by acknowledging the student when they use appropriate actions (eg. a "catch them being good" approach).
- Getting in touch with parents / carers if the problems persist and inviting them to come in to the school to discuss solutions to the problem.

Teachers are encouraged to keep a record of both the student's behaviour and the support offered in order to gauge when more extended support is required. This documentation also serves to facilitate the referral process for extended support (see following section).

2. Extended support



Parent/Carer involvement and consultation is a necessary component in the provision and development of this level of support.

Intensive Behaviour Support

If the support offered through the above procedures proves ineffective in modifying inappropriate behaviour, or if the student's actions present a serious risk to the safety and wellbeing of others, a broader level of support is developed.

This support is intended to build upon the extended support already being implemented by the school. The sources of this support may be located within community-based organisations and Education Queensland for example, continuing the team-based approach that informs the school's extended support processes.

Depending on the specific needs of the student, the student's family and existing school resources, this collaborative approach may include any of the following:

School-based services	External Education Queensland Services	External Community-based services
Guidance Officer Administration staff Buddy Teacher/Mentor Teacher-Aide support Learning Support Teacher Student Welfare Officer Support Teacher	Referral to an Advisory Teacher (Flexible Learning Centre) Referral to Support Programs offered through the Flexible Learning Centre Referral to Managing Young Children Program (MYCP) Referral to Encouraging Appropriate Social Interactions (EASI) Program	Child Youth and Mental Health Service (CYMH) Department of Child Safety Queensland Health services (eg Paediatric consultation, Evolve Therapeutic Services) Contact House Wuchopperen Social Health Juvenile Aide Bureau School based Paediatrician – Dr Marnie Fraser EVOLVE

It is recommended that interventions at this level require a school-based staff member to act as a case manager – this may be the school's guidance officer, an administrator or a class teacher.

Interventions at this stage normally involve building on any existing behaviour support planning, for example:

- looking closely at what is working or what has the potential to work better (for example, making detailed observations of the student and identifying why the behaviours are occurring);
- further modifications to the student's timetable and/or school attendance; for example, continuing to be enrolled at Parramatta State School but accessing an educational setting outside of the school on a part-time basis;
- further support for teaching staff to enable them to think about strategies that could help the student make better choices about their behaviour;
- monitoring the progress of the plan by collecting information on what is working and discussing this within the team.

5. Consequences for unacceptable behaviour

The focus of the Parramatta State School is not to exact punishment for inappropriate behaviour, but to use each experience as an opportunity to learn and to improve.

1. In the initial stages of correcting inappropriate behaviour, the general aim is to modify inappropriate behaviour with minimal disruption and educate as to an appropriate replacement behaviour. This "least intrusive" approach is outlined in the 'Framework for responding to inappropriate behaviour' (see appendices) which outlines actions relating to behaviours according to their relative severity (minor or

major behaviours). However, there will be situations when incidents of student behaviour must be dealt with through the implementation of an appropriate and reasonable consequence.

There is no 'prescription' for specific logical consequences in the school, because of the acknowledgment that the individual circumstances of each situation must be taken into account (outlined in more detail in the 'Consideration of Individual Circumstances' section below). Instead, teachers are encouraged to use their professional judgement in choosing from an agreed range of reasonable consequences developed by the school community. This list of responses below is not exhaustive and teachers can utilise a range of strategies relevant to the age level of students and the circumstances of the situation.

In general, we respond in the following way to inappropriate behaviour:

Teaching Areas	Playground Areas
<p>Teachers use initial management strategies to encourage those students using low-level inappropriate behaviour to return to task. These strategies may include:</p> <ul style="list-style-type: none"> ▪ Using proximity / non-verbal signals ▪ Cueing off-task students by referring to the on-task behaviour of others. ▪ Redirecting students by giving rule reminders ▪ Giving a simple choice (to work appropriately or move to another area/complete work in own time) 	<p>Teachers use initial management strategies to increase the likelihood of positive behaviours and to correct low-level/minor inappropriate behaviours. These strategies may include:</p> <ul style="list-style-type: none"> ▪ Using proximity / non-verbal signals ▪ Redirecting students by giving rule reminders ▪ Giving a simple choice (to play in a friendly manner or move to another area/sit out) ▪ Brief 1:1 discussion
<p>Teachers implement planned strategies for students who do not respond to the above supportive measures. These strategies comprise:</p> <ul style="list-style-type: none"> ▪ Move student in room ▪ 1:1 Discussion at recess period ▪ Student completes work in own time ▪ Time-Out in own classroom ▪ Time-Out in 'buddy class' ▪ Loss of specific privileges ▪ Apologies / restitution ▪ Parent Contact / Consultation <p>One-School referral / documentation is utilised</p>	<p>Teachers implement initial consequences that reflect the magnitude / context of the inappropriate behaviour. These responses may include:</p> <ul style="list-style-type: none"> ▪ Time out from the playground – sitting out in a covered play area ▪ Time out from the playground – remaining with the Duty teacher ▪ Restricted play area ▪ Mediation between students – apologies completed etc ▪ Follow-up at subsequent playbreak as necessary <p>Duty teachers can record incidents (those that in their professional judgement require recording) using One-School referral / documentation</p>
<p>Teachers refer students to Administration in the event of ongoing disruptive behaviours or highly inappropriate (unsafe) behaviour. This stage includes one or more of the following:</p> <ul style="list-style-type: none"> ▪ Administration follow-up / investigation of incident ▪ Time-out in Administration block ▪ Temporary loss of privileges – including participation in specific activities/events. ▪ Parent Contact <p>One-School referral / documentation is utilised</p>	<p>Teachers refer students to Administration in the event of ongoing disruptive behaviour or highly inappropriate (unsafe) behaviour. This stage includes one or more of the following:</p> <ul style="list-style-type: none"> ▪ Administration follow-up / investigation of incident ▪ Time-out in Administration block ▪ Temporary loss of privileges – including participation in specific activities/events ▪ Parent Contact <p>One-School referral / documentation is utilised</p>

2. Some students may persist in using inappropriate behaviour and/or engage in a serious breach of the Code of School Behaviour, despite the above support processes and consequences being implemented. In this event, the Principal or their Deputy makes a decision about issuing a Disciplinary Absence (Suspension or Exclusion).

This decision will take into consideration the school's Responsible Behaviour Plan, any existing support plan already in place for the student, the Education Act, the relevant Department of Education Manual modules and school records.

Examples of more serious breaches (both in and out of the classroom) include:

- Physical aggression resulting in significant harm to another person
- Persistent bullying (physical, emotional, verbal)
- Persistent breaches of the school-wide expectations despite provision of intensive behaviour support.

School Disciplinary Absences can be:

- 1 – 10 day suspension
- 10 – 20 day suspension
- Suspension with recommendation for exclusion

If a student is suspended for a period of between 10 – 20 days, the Principal works closely with the relevant personnel (e.g. the school's Flexible Learning Centre contact person) to organise an alternative program.

Note: Should a serious breach of the school rules occur, which endangers the safety / welfare of others, the use of suspension/exclusion may be considered immediately. Breaches that warrant this level of consequence include:

- Use of weapons
- Arson
- Prohibited substances
- Physical aggression resulting in significant harm to another person

3. Temporary removal of student property

Purpose

Outlines the procedure for state school principals and staff to follow when temporarily removing property from students.

Overview

This procedure outlines the conditions under which a principal or *staff member* of a state school has the power to temporarily remove property from a student and outlines the procedures to follow when property is temporarily removed.

If the property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the principal should retain the property for handing to police.

A principal or staff member does not have the authority to open, examine or otherwise deal with the property without the consent of the student or a parent of the student. For example, a principal or staff member who removes a mobile phone from a student is not authorised to unlock the phone or to read, copy or delete messages stored on the phone.

Under normal circumstances a principal or staff member is not permitted to search student property (e.g. a student's school bag) unless they have the student's consent or the consent of their parents. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic

emergency). Emergency circumstances may include where the life or welfare of a student or students is at immediate risk.

A principal or staff member does not require the student's consent to search school property such as lockers or desks being used by the student.

Responsibilities

Principals:

- ensure staff are aware of their powers and responsibilities to temporarily remove property from students
- ensure parents and students are:
 - informed of the powers and responsibilities of staff to temporarily remove property from students
 - aware of the expectations in relation to property students may bring to school.
- Included in this Parramatta State School Responsible Behaviour Plan for Students. (<http://education.qld.gov.au/studentservices/behaviour/bm-plans.html>):
- examples of property that may be temporarily removed
- examples of the amount of time certain property may be temporarily removed.

Staff members (including principals):

- follow appropriate processes regarding:
 - confiscation of property
 - return of confiscated property
- circumstances where confiscated property need not be made available for collection
- deciding a reasonable time to make property available for collection.

Students:

- ensure they do not bring property onto school grounds that:
 - is illegal
 - puts at risk the safety or wellbeing of other students or staff
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- is prohibited according to this Parramatta State School's Responsible Behaviour Plan for Students.
- collect their property when advised by staff.

Parents:

- ensure children do not bring property onto schools grounds that:
 - is illegal to possess
 - puts at risk the safety or wellbeing of other students or staff
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- is prohibited according to this Parramatta State School's Responsible Behaviour Plan for Students.
- collect property temporarily removed from their child as soon as possible after they have been notified the property is available for collection.

Process

Confiscation of property

- Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to:
 - preserve the caring, safe, supportive and productive learning environment of the school
 - maintain and foster mutual respect among staff and students at the school

- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school
- ensure compliance with this Parramatta State School's Responsible Behaviour Plan for Students or any other directive, guideline or policy.

Return of confiscated property

- Ensure property held by the school is made available for collection within a reasonable time period by the student or, if the student is a child, the principal or staff member may choose to make the property available for collection to the parent only if it is more appropriate to do so, given:
 - its condition, nature or value, and/or
 - to ensure the safety of the student or staff, and/or
 - for the good order and management, administration and control of the school.
- Where the child is an independent student it may not be appropriate to make the property available for collection by the student's parents and the property should be returned to the student.
- Ensure property made available for collection is in the same condition as when the property was removed.

Circumstances where confiscated property need not be made available for collection

- If the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime:
- [notify police](http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx)(<http://ppr.det.qld.gov.au/education/community/Pages/Disclosing-Student-Personal-Information-to-the-Queensland-Police-Service.aspx>) about the removal of the property, and
- if police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so, or
- If the police seize the property under the [Police Powers and Responsibilities Act 2000 \(Qld\)](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf)(<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/P/PolicePowResA00.pdf>), the property need not be made available by the school for collection.
- If police decide not to seize the property, it must be made available for collection as soon as practicable thereafter.
- Where staff have made reasonable efforts to notify the student or the student's parents that the property is available for collection but has not been able to make contact need not make the property available for collection.
- Where staff reasonably suspect that the student is not the lawful owner of the property, staff need not make the property available for collection. In this case, staff must make reasonable efforts to ascertain the ownership of the property.

Deciding a reasonable time to make property available for collection

- Consider, in deciding a reasonable time for making property available for collection:
 - the condition, nature or value of the property
 - the circumstances in which the property was removed
 - the safety of the students from whom the property was removed, other students or staff members
 - good management, administration and control of the school.

6. Emergency responses or critical incidents

It is important that all staff at Parramatta State School have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

We define an **emergency situation or critical incident** as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that it potentially places the physical safety of the student or others in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member;
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Parramatta State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve the following:

- coming between students;
- blocking a student's path;
- leading a student by the hand/arm;
- shepherding a student by placing a hand in the centre of the upper back;
- removing potentially dangerous objects;

More forceful restraint may be applicable in extreme situations.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation;

- the underlying function of the behaviour (ie. what purpose the behaviour is serving for the student – what are they trying to access or avoid by using the behaviour).

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats;
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student (the consideration of individual circumstances).

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report (**Appendix 7**);
- [Health and Safety incident record](#) (link);
- debriefing report (for student and staff) (**Appendix 8**).

7. Network of student support

The network of support at Parramatta State School includes the involvement of a team of school-based personnel and external/community agencies. This network includes, but is not limited to:

- On-site teaching and support staff
- School Administrative staff
- Community Liaison Staff
- Parents / Carers
- School-based Guidance Officer
- Flexible Learning Centre Staff (including Advisory Teachers, Psychologists, Youth workers, Social Workers)
- Police Liaison Officer
- Support Teacher
- Learning Support Teachers
- Student Support Committee
- SWPBS Committee
- Student Welfare Officer
- School based Paediatrician
- Speech Language Therapist

As indicated in the section on Intensive Behaviour Support, the school also creates links with a number of external agencies when necessary. These include: Contact House staff, the Wuchopperen Health Agency, Cairns Child and Youth Mental Health, and other Queensland Health Services.

8. Consideration of individual circumstances

In the interests of a fair and equitable approach to implementing consequences for infringements of our core expectations at Parramatta State School, any decisions made will take into account:

- The age of the student
- The severity of the incident
- The amount of reliable evidence

- The degree of provocation
- The statements given by students during the interview process
- Any previous factual / documented behaviour record

Students have the right to be heard and if anyone feels they have been unjustly treated there are procedures in place to resolve the matter.

In the first instance, students may explain their views to the teacher/staff member in a respectful manner. If the student still believes that they have not been fairly treated, they should explain their case to another adult (parent, staff member or school administrator). The final decision is made by the Principal.

In the event of an extended suspension (10-20 days) or a recommendation for exclusion, an appeal process is in place via the Executive Director of Schools.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

10. Related policies

- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of Departments Information Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Statement of Expectations for a Disciplined School Environment](#)
- [Bullying. No Way!](#)
- [Schoolwide Positive Behaviour Support](#)
- [Code of Conduct for School Students Travelling on Buses.](#)

- [Safe Schools Hub](#)
- [National Safe Schools Framework](#)
- [Essential Skills for Classroom Management - Resources](#)
- [Better Behaviour, Better Learning – PD Suite](#)

Appendices

- 1 Matrix of Expectations
- 2 Essential Skills for Classroom Management
- 3 Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)
- 4 The Use of Personal Technology Devices at School
- 5 School-wide acknowledgement system
- 6 Detention Slip
- 7 Incident Report
- 8 Debriefing Report
- 9 Responses to Unacceptable Behaviour
- 10 Playground Supervision Guidelines

Endorsement

Principal

P&C President or
Chair, School Council

Regional Executive Director or
Executive Director (Schools)

Appendix 1
School Rules: Respect, Safety & Learning

RSL Rules	All School Settings	Teaching Areas	Under Buildings, Walkways and Stairways	Tuckshop and Eating	Playground Areas And The Shed	Assembly Areas	Toilet Blocks
Respect I am being Respectful when I...	<p>Follow instructions</p> <p>Keep my hands and feet to myself</p> <p>Use polite words/gestures</p> <p>Put rubbish in the bin</p> <p>Look after my own property and that of others</p>	<p>Allow others to learn: hand up, speak at an appropriate volume, only speak when teacher allows</p>	<p>Line up and walk quietly during class times</p>	<p>Look at those speaking to me</p> <p>Eat only my own food</p> <p>Eat only in designated eating areas</p>	<p>Walk around gardens</p> <p>Share play areas</p> <p>Play fairly and include others</p>	<p>Sit quietly in rows, facing the front</p>	<p>Keep the toilets clean for others (flush, rubbish in bin)</p> <p>Privacy is deserved by all</p>
Safety I am being Safe when I...	<p>Follow instructions</p> <p>Keep my hands and feet to myself</p> <p>Wear my shoes and hat</p> <p>Walk, staying in line, facing front in covered areas</p>	<p>Gain permission to leave</p> <p>Sit still, face front, four chair legs on the floor</p> <p>Keep the classroom tidy</p>	<p>Line up and wait under buildings for my teacher</p> <p>Walk... only run on the oval & in the shed</p>	<p>Line up in designated areas and wait patiently</p> <p>Take time to eat my food calmly</p>	<p>Use play equipment properly</p> <p>Play the rules of the game (tackling and brandy are NOT permitted at Parramatta)</p> <p>Remain in designated areas</p>	<p>Stay with my class and teacher</p>	<p>Use toilet area for the correct purpose</p> <p>Return to class promptly</p>
Learning I am being a Learner when I...	<p>Follow instructions</p> <p>Listen to others</p> <p>Use positive language</p> <p>Work with others to get things done</p> <p>Negotiate solutions to problems</p> <p>Model the right behaviour to encourage others to learn</p>	<p>Be prepared and have the right equipment</p> <p>Attempt work, challenge myself and be persistent</p>	<p>Am on time</p>	<p>Eat healthy food</p>	<p>Learn new games and help others to learn the rules</p>	<p>Follow the routine for different assemblies</p>	<p>Use hygiene (wash hands)</p> <p>Report any problems</p>

Appendix 2

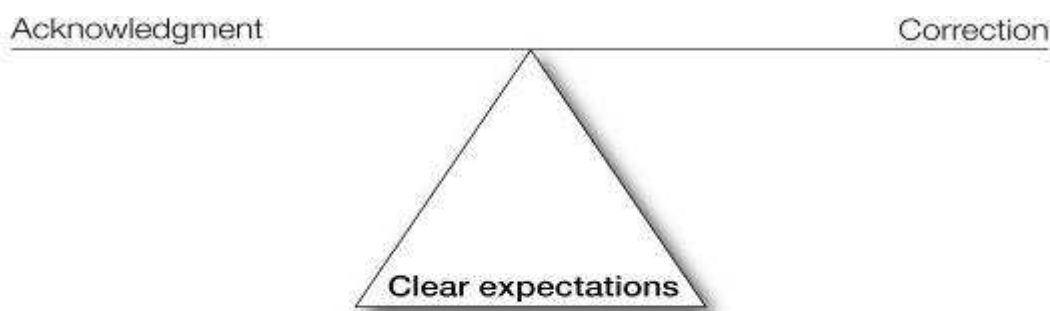
The Essential Skills for Classroom Management

The Essential Skills for Classroom Management (ESCM) package outlines the 10 distinct 'micro-skills' for managing student behaviour. These skills form the basis of our positive behaviour management program.

When a teacher is said to be 'in balance' in the classroom, they have:

- clearly articulated their expectations to students;
- established a 'balance' in their use of verbal and non-verbal language to acknowledge appropriate behaviour and correct inappropriate behaviour (generally 4:1).

This is represented by 'The Balance Model of Behaviour Management'.



Language of Expectation	1. Establish Expectations – to clearly articulate and demonstrate the boundaries of pro-social behaviour
	2. Instruction Giving – to give a clear direction about what to do
	3. Waiting and scanning - to wait 5 – 10 seconds after you give an instruction
Language of Acknowledgement	4. Cueing and acknowledgement – to acknowledge students' on-task behaviour with the intention of prompting others to follow suit.
	5. Body language encouragement – to intentionally use your body language to encourage students to remain on task.
	6. Descriptive encouraging – to encourage students to become more aware of their competence by commenting on their behaviour
Language of Correction	7. Selective attending – to intentionally give minimal attention to off-task behaviour
	8. Redirecting to the Learning – Correcting students without using corrective language
	9. Giving a choice – to respectfully confront the student who is disrupting others with the available choices and their natural consequences.
	10. Following through – resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

Parramatta State School strives to create a positive environment for all students where our core expectations of **Respect, Safety and Learning** are reinforced at all times

In view of these expectations, **there is no place for bullying in Parramatta State School.**

Parramatta State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

Bullying behaviours that will not be tolerated at Parramatta State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Parramatta State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students. Research also indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Parramatta State School are an addition to our **School-wide Positive Behaviour Support** processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times.

This will ensure that:

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour

All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school. Specific lessons around the rule of the fortnight are guided by our school data.

All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.

All students participate in Bullying No Way Day and Harmony Day. Specific lessons are based around these days and as the school data determines.

All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Parramatta State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled. This facility allows the school to track the effectiveness of its anti-bullying process, to adjust and revise the instructional process.

Who to talk to

If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behaviour to someone who can help.

Here is a list of people who can be approached to discuss bullying and harassment issues.

Primary School
Class Teacher, teacher on duty, guidance officer, deputy principal, principal, student welfare officer, teacher aide, regional office.

Students should choose someone whom they feel they can trust and who can either help them resolve the problem themselves or who can follow the issue up on their behalf.

If the problem occurs outside school hours or students prefer to talk to someone who is not linked to the school, they can phone:

[Kids Help Line](#) 1800 551 800

[Lifeline](#) 13 11 14

The Bullying. No way! website

Education Queensland, in collaboration with school authorities from the Commonwealth, State and Territory governments and Catholic and Independent sectors, has developed a national website entitled [Bullying. No way!](#) to assist Australian school communities create learning environments where every student and community member is safe, supported, respected, valued - and free from bullying, violence, harassment and discrimination.

Based on the understanding that bullying is a shared issue with shared solutions, the website enables school communities, individual students, carers and staff to exchange ideas and useful strategies to achieve this objective.

The [Bullying. No way!](#) website is accessed through three portals - one each for students, parents and teachers:

- [The Student Portal](#) contains two spaces with content for [students 13 years and younger](#), and for [students 14 years and older](#). Each space contains facts, information about what students can do, advice for students to consider and where students may go to seek assistance or further information.
- [The Parent Portal](#) provides information about bullying, harassment, discrimination and violence in schools. The information includes facts and tips about what to do and who to talk to.
- [The Teacher Portal](#) promotes the National Safe Schools Framework, provides a range of facts, strategies and resources to assist schools to better understand and address bullying, harassment, discrimination and violence.

Further information

- [Safe, Supportive and Disciplined School Environment Procedure](#)

Appendix 4

The Use of Personal Technology Devices at School

Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline. **Mobile phones**, if brought to school, are to be stored in the school office between 8.30am and 2.30pm.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is strongly discouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Parramatta State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Appendix 6

<u>Detention Slip</u>								
Student: _____		Class: _____						
Staff: _____								
Date: _____		Time: _____						
No. of Detentions	Period Before school Morning session First lunch Middle session Second lunch Aftn session After school	Subject English Mathematics Science SOSE HPE Music The Arts Technology LOTE Learn support	Location Classroom Playground Assembly Detention Toilets Computer room Library Pool Other:					
Incident Details _____								

<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> Academic infringement Anti-social behaviour Avoidance behaviour Bullying/harassment IT abuse Non-compliance </td> <td style="width: 50%; border: none; vertical-align: top;"> Physical aggression Serious misdemeanour Substance abuse Vandalism Verbal aggression (swearing) Other </td> </tr> </table>				Academic infringement Anti-social behaviour Avoidance behaviour Bullying/harassment IT abuse Non-compliance	Physical aggression Serious misdemeanour Substance abuse Vandalism Verbal aggression (swearing) Other			
Academic infringement Anti-social behaviour Avoidance behaviour Bullying/harassment IT abuse Non-compliance	Physical aggression Serious misdemeanour Substance abuse Vandalism Verbal aggression (swearing) Other							
Level 1-3 Incident								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Incident Details _____</td> </tr> <tr> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">Report immediately to office on two-way.</td> </tr> <tr> <td style="padding: 5px;">Admin. Action _____</td> </tr> <tr> <td style="padding: 5px;">_____</td> </tr> </table>				Incident Details _____	_____	Report immediately to office on two-way.	Admin. Action _____	_____
Incident Details _____								

Report immediately to office on two-way.								
Admin. Action _____								

Entered into OneSchool: Yes <input type="checkbox"/> No <input type="checkbox"/>								

Appendix 7

Incident Report

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Parramatta State School – Responses to Unacceptable behaviour

There is no 'prescription' for logical consequences in the school (eg Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account.

EQ policy requires that the '***consideration of individual circumstances***' is outlined within the whole-school behaviour plans all EQ state schools. Our own plan currently sets this out as follows:

In the interests of a fair and equitable approach to implementing consequences for infringements of our core expectations at Parramatta State School, any decisions made will take into account:

- The age of the student
- The severity of the incident
- The amount of reliable evidence
- The degree of provocation
- The statements given by students during the interview process
- Any previous factual / documented behaviour record

Students have the right to be heard and if anyone feels they have been unjustly treated there are procedures in place to resolve the matter.

In the first instance, students may explain their views to the teacher/staff member in a respectful manner. If the student still believes that they have not been fairly treated, they should explain their case to another adult (parent, staff member or school administrator). The final decision is made by the Principal.

In the event of an extended suspension (6-20 days) or a recommendation for exclusion, an appeal process is in place via the Executive Director of Schools.

Teachers are encouraged to use their professional judgement in choosing from a range of logical consequences developed and approved by the school community. The following pages list examples of logical consequences for unacceptable behaviour which infringe the schools core expectations: **Respect, Safety and Learning.**

There is no 'prescription' for logical consequences in the school (eg. Behaviour A = Consequence A), because of the realisation that the individual circumstances of each situation must be taken into account. Teachers are encouraged to use their professional judgment in choosing from a range of logical consequences developed and approved by the school community. In the interests of a fair and equitable approach to implementing consequences for infringements of our core expectations at Parramatta State School, any decisions made will take into account: the age of the student, the severity of the incident, the statements given during the interview process, any previous factual/documented behaviour record, the amount of reliable evidence, the degree of provocation and Disability Standards for Education 2005.

PSS RESPONSES TO UNACCEPTABLE BEHAVIOURS - ACTIONS AND CONSEQUENCES			
Inappropriate behaviour	Initial Teacher Actions	Suggested consequences	Possible Administration Actions (comprising one or more of the following)
Calling Out	Selective Attending / Tactical Ignoring Proximity Cueing other students (acknowledging their positive behaviour) Rule Reminder Giving Choice	1.Change seating – move away from peers 2.1:1 discussion 3.Directed to time-out desk. 4.Rubbish/then detention 5.Directed to Buddy class if continued 6. t/a's to inform teacher 7. Teacher phone parent	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Follow-up parent contact Reflection with CT on current strategies Referral to Special Needs Committee
Talking out of turn (talking while the teacher is talking)	Proximity Pause in talk Call students name – non-verbal redirection Cueing others (acknowledging their positive behaviour) Rule Reminder Giving Choice	1.Change seating - movement away from peers 2.Directed to time-out desk. 3.Rubbish/then detention 4.Directed to Buddy class if continued 5. Teacher phone parent	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Follow-up parent contact Reflection with CT on current strategies
Non-Compliance / Work Refusal	Offer of assistance Repeat request allowing take-up time Selective attending if student is not overtly disrupting others Rule reminder Given choice	1.Follow-up individual discussion with student (i.e. at break time) 2.Directed to time-out desk 3.Use of own time to complete unfinished work. 4. Teacher to contact parent if recurring 5.Directed to buddy class	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out Reflection with CT on current strategies follow-up parent contact Referral to Special Needs Committee
Late for class	Rule reminder (bell times) and / or 1:1 discussion Direct student to task	1.Exploration of problem if persistent (follow-up individual discussion) 2.Catch-up missed work in own time 3. Teacher contact parent if recurring	Administration phone call if a child is late 3 times in a 2 week period
Swearing conversational –	Rule Reminder about expected language in school	If recurring, 1:1 discussion with teacher regarding appropriate language	
Swearing – 'sotto voce' (ie. Student mumbles / utters inappropriate language in low-tone after being corrected)	Tactical Ignoring / Selective Attending (treating the utterance as a 'secondary' behaviour) or: Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up	1:1 follow-up discussion regarding appropriate language	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out / discussion Reflection with CT on current strategies Follow-up parent contact
Swearing – directed at other students (eg verbal insults)	Rule Reminder re use of appropriate language. Rule Reminder about expected language in school and/or Indication made that their behaviour will be followed-up	Depending on circumstances, actions may involve: 1.Direct apology 2.Directed to time-out area 3.1:1 follow-up discussion with teacher regarding appropriate language 4.Detention x 1	Administration follow-up if the behaviour does not change after CT strategies are implemented consistently. Follow-up may involve: Administration time-out Reflection with CT on current strategies Follow-up parent contact Exploration of problem

			Possible suspension based on circumstances
Swearing – directed at staff	Clear statement regarding the unacceptability of language Indication made that their behaviour will be followed-up	Depending on circumstances, actions may involve: 1. Directed to time-out / buddy class area 2. Apology made in follow-up discussion 3. Detention 4. then suspension	Referral to Principal Parent Contact Possible suspension based on circumstances
Stealing	Rule Reminder	1. Replace or return any items stolen 2. Apology 3. Parent Contact	For recurring stealing, referral to Principal/Deputy Principal Parent Contact Referral to Guidance Officer / School Police Officer Possible suspension based on circumstances
Littering	Rule Reminder Directed to pick up own litter	Litter duty in immediate vicinity if recurring / Environmental duty – pick up 20 papers	
Physical Aggression	Separation of parties involved Administration Intervention	Withdrawal from learning area: * directed to Time-Out / Buddy Class Withdrawal from play area: * directed to time-out / walk with duty teacher Apology / Restitution	Follow-up investigation of incident Parent Contact Possible suspension based on circumstances Referral to Guidance Officer / School Police Officer Suspension Suspension pending further action
Playing inappropriate contact sports	Rule Reminder	Directed to Time-Out area Withdrawal from playground * Walk with duty teacher * Supervised play	Possible follow-up depending on circumstances (ie. persistent infringements despite repeated intervention).
Possession of Weapons / Drugs / Arson	Separation of other students Directed to hand over object / weapon / substance. Referral to Principal	Discussion of inappropriateness of possession of object / 'weapon' (ie. pocket knife) Administration notified	Parent Contact Consultation with District Office regarding Police involvement etc. Referral to School-based Police Officer Suspension Suspension pending further action
Bullying Behaviours – physical actions	Clear statement regarding the unacceptability of actions Indication made that their behaviour will be followed-up	1. Directed to time-out / buddy class area 2. Exploration of the problem with the relevant parties 3. Apology / restitution/ withdrawal from activity 4. Detention 5. Inform class teacher 6. Teacher to contact parent	Follow-up investigation of incident Administration time-out Parent Contact Referral to Guidance Officer / support staff Possible suspension based on circumstances
Bullying Behaviours – verbal – including teasing – racial harassment	Clear statement regarding the unacceptability of actions Indication made that their behaviour will be followed-up	1. Directed to time-out / buddy class area/ sit 10 minutes 2. Exploration of the problem with the relevant parties 3. Apology / restitution/immediate withdrawal from activity 4. Inform class teacher 5. Teacher contact parent 6. If continues admin contact parent	Follow-up investigation of incident Admin time-out Parent Contact Referral to Guidance Officer / other Possible suspension based on circumstances
Unsafe Playground Behaviour	Rule Reminder 1:1 discussion	1. Withdrawal from playground 2. Walk with duty teacher 3. Supervised play 4. Sitting in time-out	Follow-up investigation of incident Parent Contact Referral to Guidance Officer / support staff Possible suspension based on circumstances
Out of Bounds	Rule Reminder 1:1 Discussion	1. Withdrawal from playground 2. Walk with duty teacher 3. Supervised play	



Appendix 10

PLAYGROUND SUPERVISION GUIDELINES AND ROUTINE SCHOOL PROCEDURES

These guidelines have been formulated to assist the orderly functioning of the school and to maintain the safety of the students and to support a teacher's duty of care.

Before School:

- ◇ Students must remain in the school grounds once they have entered in the morning. Permission to leave before 3:00pm may only be obtained from the Principal.
- ◇ Students arriving early stay in the covered games area until 8.00am
- ◇ Students should remain downstairs with their bags until the 8:25am bell is rung.
- ◇ Unsupervised students should not be on the steps, verandahs or in the classroom before this time. Lunch orders are to be handed in to the Tuckshop before school.

8:25am **Bell**:

- ◇ **It can't be overstated how important it is for teachers to be in their rooms before the 8.25 bell and ready for a pleasant, productive start to the school day.**
- ◇ Students are to proceed to their classrooms as soon as this bell is rung. Access to rooms is by way of the closest set of steps
- ◇ Students bring their bags into their room, unpack and place bags on port racks.
- ◇ During the next five minutes students prepare for school.
- ◇ Work will commence at 8:30am.
- ◇ There are no further bells rung during this session with the exception of start/stop bells for Religious Education on Friday mornings at 9:30am and 10.00am.

Lunch (10:30 **Bell** - 11:15am):

- ◇ The teacher will accompany their class to eating area and monitor lunch-order distribution from class tuckshop basket.
- ◇ Students may not purchase from the tuckshop during the 15 minute eating time.
- ◇ 10:30 - 10:45am - Students remain seated. Permission to use the toilets must be obtained from the duty teacher/aide during this time.

10:45am **Bell** Play Time

- ◇ 10:45 - 11:10am - Duty teacher/aide dismisses those students finished eating if the area is clear of litter. Students still eating: - All food/drink to be consumed while child sits in designated eating area and litter disposed of before leaving. **No child is to walk around/play with food or drink.**
- ◇ Hats and shoes must be worn by all children playing outside.
- ◇ Students can only run on the oval and in the shed.

11.10am Bell - warning bell: stop play, toilet, drink and line up waiting for teacher by next bell

11.15am **Bell**:

- ◇ All students seated in 2 lines.
- ◇ Teachers are asked to be prompt at their assembly area to move classes back to rooms.
- ◇ Class teachers should ensure that students are settled and quiet before moving from the area.
- ◇ Work will commence by 11:20am.

Afternoon Tea (1:00pm **Bell** - 1.25pm)

- ◇ All lunches are eaten under the class teacher supervision.
- ◇ Each class teacher is responsible for the cleanliness of their class's eating.
- ◇ Children still eating must move to covered games area til food is consumed.

1.05pm-1:25pm: Play Time

- ◇ Students are dismissed by class teacher.
- ◇ Class sets of sporting equipment are available for borrowing by class members under system controlled by class teacher.
- ◇ Students are encouraged to leave their bags upstairs during breaks.
- ◇ No student is permitted to return to the verandah/classroom unless under direct supervision of the duty teacher/aide.
- ◇ Teachers are asked not to place students doing "catch up" tasks during the lunch break, near the staffroom. Rather, teacher supervision in own room of such students is requested.
- ◇ Students requiring First Aid should report to the Sick Room. The teacher/aide on First Aid duty will be available to deal with mishaps.

1.25pm Bell - warning bell: stop play, toilet, drink, sports equipment returned by the borrower and line up waiting for teacher by next bell

1:30pm **Bell**:

- ◇ All students seated in 2 lines.
- ◇ Students are expected to move in an orderly and quiet manner to their classroom.

- ◇ Work will commence immediately.

2:30pm **Bell:**

- ◇ Early dismissal from classroom is not allowed because of your duty of care.
- ◇ Chairs are to be placed on desks, the room tidy and the floor left litter free.
- ◇ Bus students - promptly to bus assembly area. Only students waiting for parents should remain after bus departure - all other students to depart promptly after 2:30pm.
- ◇ Teachers are responsible for locking of windows, turning off lights and airconditioners, security of AV equipment and the general tidiness of the rooms and class verandah.

Guidelines for Playground Duty: (see Playground map)

- ◇ All staff to be on time and in their appropriate area.
- ◇ Safety for self and others is the guiding principle.
- ◇ Groundsman's and cleaners' rooms and equipment are strictly off-limits for students.
- ◇ Students must wear a hat (not a visor) and shoes/sandals (not thongs) for all outdoor activities. **"No hat, No shoes! No play"**.
- ◇ The daily use of U.V. sun-block is encouraged, as is the wearing of appropriate sunglasses.
- ◇ Teachers/aides are asked to provide **suitable role models by wearing hat, sunblock etc.**
- ◇ **The only area where running is allowed is on the oval and in the shed.** All other areas are for quieter games/no large balls. **No play at all is permissible in the toilets or the service driveways.**
- ◇ Teachers/aides are asked to be constantly aware of dangerous situations arising and the likelihood of injury occurring from non-permissible games such as Brandy, Rover, King and other tackling games. Pre-emptive action is an integral part of a teachers' duty of care.
- ◇ Teachers/aides on playground duty are responsible for the cleanliness of their area of supervision.
- ◇ Students involved in major behaviour infractions in the playground may be sent to the Principal. **However most incidents will be minor/medium concerns and can be dealt with by the duty teacher/aide employing such strategies as litter collecting, walking with the teacher/aide, staying seated on a specific bench or "minding a post". These strategies are strongly encouraged before resorting to Detention slips. Please refer to the Parramatta State School Responsible Behaviour Plan for Students - consequences sheet.**
- ◇ Some items that students often wish to bring to school such as jewellery, toys, large sums of money and sporting equipment "Gameboys", MP3s, mobile phones are inappropriate and are strongly discouraged. Electrical items such as mobile phones are to be left in the office while the student is at school until 3pm. Studs, sleepers and watches are permissible.
- ◇ **Prompt attendance** of duty persons is requested.
- ◇ The use of any bat/ball game requires a teacher's supervision and no hard balls/bats (cricket, softball, vigoro) may be used.
- ◇ On very wet days, "wet lunches" may be declared and teachers may be asked to supervise students in their classrooms during normal breaks - at such times "Buddy teacher" sharing and teacher aide assistance will help teachers to access lunch/toilet visits etc.

General Items:

- Students are not encouraged to leave money or other valuable items in their bags. Rather such items should be locked in filing cabinets. Student's mobile phones to be left at office until 3pm.
- Regular Emu Parades are timetabled for each class to ensure the cleanliness of our grounds.
- The wearing of singlets/tank tops is discouraged. Inappropriate clothing should be referred to the Principal.
- Students sent to the office during the day should be **accompanied by a written note at the very least.** The teacher should ensure that the Principal has all relevant information.

In the event of a serious accident:

Do not attempt to move the injured student unless in a dangerous situation.

Stay with the student and send another sensible student for assistance to First Aid teacher/aide or Principal.

Make the student as comfortable as possible (shade head etc) stem any blood flow with pressure, immobilise any possible fracture.

Take note of time, witnesses etc, and complete an **Accident Report on One School.**