

INAPPROPRIATE BEHAVIOURS

- ❖ Students who do not follow the behaviour expectations or who choose to behave inappropriately are questioned about their behaviour choices e.g., “What are you doing? What should you be doing? How does this fit with our value of responsibility/respect? Is this a strong way of behaving? Do you need me to manage this?” and are reminded about appropriate behaviour
- ❖ For continued inappropriate behaviour the student is reminded a second time
- ❖ If subsequent inappropriate behaviours occur the student is counselled by the teacher and natural consequences are implemented
e.g. -class time out if disturbing the learning for a specified amount of time
-walking with the duty teacher if the incident occurs in playtime
-cleaning up littered area if creating a mess
-finishing work in play time if wasting time
- ❖ If inappropriate behaviour continues the student may have class time out, negotiated time out in another class and may then be sent to leadership for Time Out. If the inappropriate behaviours are in playtime then a Yard Time Out is completed at lunch time. The teacher writes a Time Out explanation note showing the process/steps/incidence leading to time out. Time Out takes place in the Student Services Centre
- ❖ Extreme inappropriate behaviours may result in immediate suspensions (violence /abuse / vandalism etc.)
- ❖ If violence or bullying occurs refer to the Anti-Bullying policy procedures and report to designated personnel

STUDENT MANAGEMENT POLICY

BEHAVIOUR EXPECTATIONS

- ❖ Are negotiated with the students at the start of the year and discussed so everyone has a common understanding
- ❖ Are linked to the school's values of Safety, Trust, Honesty, Responsibility and Respect and are displayed
- ❖ Are discussed regularly and revisited at the start of every term
- ❖ Are referred to in lessons if necessary
- ❖ Have logical and negotiated consequences

APPROPRIATE BEHAVIOURS

- Students who show consistent, appropriate or improved classroom behaviours are given recognition for their behaviour. This recognition may take the form of:
- ❖ Verbal/written acknowledgment
 - ❖ Communication with the student's parent/s or caregivers
 - ❖ Public acknowledgment via assemblies/newsletters etc.
 - ❖ Stickers/certificates/special activities/raffle tickets etc.

TIME OUT

- ❖ The student either reports to front office personnel or to the Yard Time Out duty teacher accompanied by an explanatory note about being placed in Time Out.
 - ❖ Front office personnel give the explanatory note to a member of the leadership team, informing them of the student's visit
 - ❖ The leadership team member meets with the student, the behavioural issues are discussed and the Time Out /consequence / learning is negotiated
 - ❖ Counselling occurs if necessary While in the Time Out Room, the student is expected to be quiet, reflect on his/her behaviour and if requested, complete negotiated classroom work
 - ❖ A record of the student's behaviour and of the time spent there is completed. A copy may be posted to the student's parent/s or caregiver which is to be returned, signed.
 - ❖ The student returns to the classroom at the end of the agreed time and when s/he has agreed to modify his/her behaviour
- Students may self-refer to Time Out as a strategy to manage over-whelming feelings during classtime after negotiation with their teacher. Counselling is available for these students. At play time they can speak too the yard duty teacher*

* The teacher contacts the front office to request leadership support in the classroom

OR
* The leadership team member meets the student, discusses the issue and supports the student to re-engage with learning

REPEATED VISITS TO TIME OUT

- For ongoing/repeated, inappropriate behaviours that result in repeated visits to Time Out, either the teacher or a member of the leadership team may contact the student's parent/s or caregivers. Frequent Time Out visits may result in:
- ❖ Counselling
 - ❖ Alternative work / learning areas
 - ❖ Utilising education department personnel e.g. Interagency Student Behaviour Management support
 - ❖ Repeated and /or frequent visits to the Time Out may result in Internal or home Suspension at the discretion of the Principal

Continued referrals to Time Out after continued suspensions may result in Exclusion at the discretion of the Principal

RE-ENTRY PROCESS After a Time Out visit:

- ❖ The student reports back to the class teacher, giving the teacher the completed work or is willing to address the problem with the teacher. If sent to TO by a NIT teacher, the student fills in a form to arrange a time to meet with the teacher prior to their next lesson together
 - ❖ The parent note is sent home
 - ❖ The student is encouraged to resume normal classroom activities using appropriate behaviour
 - ❖ The student brings the signed parent note to the front office
- After a suspension:**
- ❖ The student, together with his/her parent/s or caregiver and a member of the leadership team, and if possible, the teacher, establish or modify an existing Student Development Plan (SDP). Copies are given to the student, parent/caregiver, relevant staff and the student record file
 - ❖ If the student shows an appropriate attitude (willingness to choose appropriate behaviour) s/he returns to the classroom. If student is unwilling to accept the SDP then s/he returns home and the SDP is attempted the next school day
 - ❖ The student then resumes normal class activities.