



# **Perth Waldorf School**

## **Behaviour Management & Discipline Policy**



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**1. POLICY STATEMENT**

The Perth Waldorf School's duty of care ensures the provision of a safe, non-violent environment for all students and includes the processes for the effective management of student behaviour in line with our ethos and values.

In effecting the policy, the emphasis is on demonstrating and guiding positive behaviour. Students receive positive feedback and encouragement for following the school rules shown in appendix A and working well with the teacher and their peers. Teachers will assist students by developing their social skills and positive communication skills that will enable them to work through problems that arise in the classroom or the playground.

Appropriate management and consequences for poor and/or unacceptable behaviour as shown in Appendix B are part of the discipline policy and are tailored to be age appropriate. The school explicitly bans the use of any form of child abuse, corporal punishment or any punishment that is degrading to the student.

Standards with respect to playground behaviour and use of the bus service along with information and procedures with respect to bullying and drugs are found in the associated Appendices E through to H.

**2. POLICY PURPOSE**

The purpose of the policy is to enable the teacher, with strength and purpose, to instill in students an appreciation of clear order and respect for others, and is committed to ensuring a safe caring environment, which promotes personal growth and positive self-esteem for all.

**3. RELEVANT LEGISLATION**

School Education Act 1999

Occupational Safety and Health Act 1984 (WA)

**4. ASSOCIATED POLICIES**

Attendance Policy

Bullying Prevention Policy

Critical Incident & Crisis Management Policy

Child Protection Policy

Duty of Care Policy

## **5. RIGHTS & RESPONSIBILITIES**

Our school has a set of rights and responsibilities that are assigned to all students, staff and parents which members of the school are expected to recognize and adhere to.

### **5.1 Rights**

#### **Student Rights**

Students have a right to work, play and learn in a friendly, safe and supportive environment

Students have a right to learn to the best of their ability and to be treated with dignity and respect.

#### **Teacher's Rights**

Teachers have a right to teach in a friendly, safe and supportive environment, which is supported by the school environment.

Teachers have a right to be treated with dignity and respect.

#### **Parents Rights**

Parents have a right to be treated with dignity and respect.

Parents have a right to know that their child is learning in a safe, supportive and respectful learning environment.

### **5.2 Responsibilities**

#### **Student Responsibilities**

Students need to respect the rights of others, to play co-operatively and safely with others. They need to be attentive in their learning, to try their very best and be fair and honest when working out problems.

#### **Teacher Responsibilities**

Teachers have the responsibility to provide a stimulating learning environment that is safe and supportive. They need to be thoughtful and respectful of their students. They need to reflect on their own behaviour, the values that are expected of their students. They need to act consistently and fairly.

#### **Parent Responsibilities**

Parents are expected to be supportive of the Steiner education philosophy, ethos and policies of our school. They are expected to be supportive of the teachers and support the implementation of the behaviour management and discipline policy. Parents have the responsibility to alert the teacher if there is a problem in relation to their child.

**6. BEHAVIOURAL MANAGEMENT & DISCIPLINARY PROCEDURES**

**6.1 BEHAVIOUR MANAGEMENT APPROACH**

The following section details the approach taken by the school, generally but not always in consecutive order to manage behaviour. It should be noted that a parent meeting may be arranged at any time by the teacher to discuss a student’s behaviour. Parents are encouraged to speak with the child’s teacher about rules that apply to the class and to ask any other questions they may have about school behaviour management and discipline.

**6.1.1 Part 1 – Strategies to Manage Behaviour**

In most instances behaviour issues are handled and resolved using these three complementary strategies:

<b>1) Steiner Curriculum and Approach to Teaching</b>		
<ul style="list-style-type: none"> <li>Implementation of the Steiner Curriculum which meets the needs of the child at each stage of development.</li> <li>Teaching approach which nurtures the children and involves the head, heart and hand.</li> </ul>		
<b>2) Proactive Strategies</b>		
Emphasis is placed on positive behaviour and students receive positive feedback and attention for positive behaviour.	Teachers use in-class discussions, stories, role-plays etc. to explore the effects of bullying and the importance of peer respect and support. Teachers help students to develop social skills, including communication and problem solving skills.	Clear classroom rules are implemented fairly and consistently by all teachers that teach a particular class.
Teachers arrive punctually for playground supervision.	Students see that alerting a teacher to a problem is not “dobbing”.	Promotion of respectful, healthy, age appropriate behaviour in the playground
<b>3) Restorative Practice Approach</b>		
<p>The Restorative Practice approach aims to allow all parties to share their experiences and hear the experiences of others and then find ways to restore a situation so that all parties feel that justice has been done. The tool is used consistently and fairly throughout our school to manage most conflict and harm. (Please see separate sheet (Appendix C) for details about this approach, which was adopted by the school in 2006 and is regularly reviewed by staff during in-service sessions and faculty meetings.)</p>		

### 6.1.2 Part 2 – Behavioural Consequences

If behaviour issues are not resolved using the three strategies above or are deemed to need a more immediate response, various actions may be taken according to the teacher’s discretion and professional judgment.

The following are examples of consequences that may result from inappropriate behaviour:

<ul style="list-style-type: none"><li>• Time out</li><li>• Exclusion from other students or activities</li><li>• Special Task</li><li>• Parent contacted and involved in the solution</li><li>• Lunch time “detention”</li></ul>	<p>Examples:</p> <ul style="list-style-type: none"><li>• Students to sit on bench or stay with duty teacher during play</li><li>• Lunchtime work ‘catch up’ with teacher</li><li>• Students to sit separately from other students in class</li><li>• Students excluded from particular class activities or playing with particular children</li><li>• Students to ‘stay in’ during play time</li><li>• Students to pick up rubbish or other helpful task</li><li>• Students to write card or letter of contrition for behaviour</li></ul>
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### 6.1.3 Part 3 – Disciplinary Measures

When it is deemed necessary, the following formal disciplinary measures will be followed. Parents will automatically be informed when these measures are taken.

<p><b>After School Detention ( Year 7-12 Students only)</b></p> <ul style="list-style-type: none"><li>• Generally two entries in the Detention File within a week will incur an automatic after school detention.</li><li>• At a teacher’s discretion, a one-off serious misdemeanor may incur an automatic after school detention.</li></ul>
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<p><b>Disciplinary Meeting / Formal Restorative Justice Conference/ Suspension</b></p> <ul style="list-style-type: none"><li>• Two after-school detentions in one term or when a teacher believes a misdemeanor warrants it may incur a suspension, as well a disciplinary meeting will be organised. This meeting may involve a range of people including but not limited to student, student’s parents, class teacher, faculty coordinator and those affected by the misdemeanor.</li><li>• An Individual Behaviour Plan may be created ( it may be created at the teacher’s discretion at an earlier stage).</li><li>• At any time an in-school or at-home suspension will result if a student seriously or continuously violates school rules, the rights of others or shows insufficient signs of change despite all efforts at seeking a resolution.</li></ul> <p>Suspension must be approved by the Faculty Coordinator and School Administrator</p> <ul style="list-style-type: none"><li>• The College of Teachers to be informed.</li></ul>
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<p><b>Exclusion</b></p> <p>Exclusion may take place only where a long suspension has not resolved the problem and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school.</p>
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<p><b>Expulsion</b></p> <p>NOTE: The College of Teachers and School Administrator are needed to ratify an expulsion.</p>
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NOTE: Procedures with regard to Suspension, Exclusion and Expulsion are available from the Coordinators and the general principles are outlined in Appendix A.

## 6.2 RELATIONSHIP TO CRITICAL INCIDENT MANAGEMENT

By rare exception, it is possible that student behavior may result in the triggering of the critical incident procedure. A critical incident is an event where there is high likelihood of traumatic effects and evokes unusual or unexpectedly strong emotional reactions which have the potential to interfere with the ability of the individual, group or related parties to function at the time or later.

If an event is determined a critical incident based on the definition above, the School Administrator should action the processes in the critical incident policy to manage the incident. In particular, the School Administrator has the responsibility to form a crisis management team. There may be different members in the team depending on the nature of the crisis but will generally involve the School Administrator, the relevant Faculty Coordinator, Pastoral Carer and the Safety Compliance Officer and possibly the Class Teacher/Guardian. There are other members that may be called upon depending on the incident or roles assigned to team members to handle particular activities (e.g. communication, document management).

Following a critical incident, the School Administrator will act promptly to:

- Contact WA Police if the particular incident warrants it;
- Contact a parent or carer of any student who has been harmed or threaten with harm;
- Contact a parent or carer of any student directly involved in the incident
- Notify the Department of Education Services (DES) within 48 hours of the event via a critical incident report form on the DES website [www.des.wa.gov.au](http://www.des.wa.gov.au)

Notification of the incident to the police by the school very much depends on the nature of the incident and involves good judgement. If in doubt, early advice should be taken from DES or through an enquiry to the police to determine if the incident is reportable (such as a crime). There are particular critical incidents relating to child protection that must be reported to the police via DES and the process is detailed in the school's Child Protection Policy.

One of the members of the crisis management team is allocated the task of document control and ensuring a good level of detail of the incident investigation and response is captured. This will inform proactive strategies to assist with the longer term response and debriefing of the incident as well as a review process conducted by an independent committee formed by the School Council Chair.

The above information is only a summary of some key elements of the Critical Incidents Procedures. Please refer to the Critical Incidents Policy for detailed procedures.

Approaches detailed in the Behaviour Management Policy and associated discipline strategies may form part of the response to elements of the critical incident. For example, the restorative practice approach may be a tool used to debrief in situations where there has been harmful behavior. In the event of a critical incident an independent experienced facilitator may be engaged to guide a formal restorative justice conference.

## **APPENDIX A: SUSPENSION, EXCLUSION AND EXPULSION**

### **A: General Principles**

1. Schools make every effort to ensure that education is a rewarding and relevant experience for all students.
2. Schools promote good discipline in order to ensure effective learning.
3. It is essential that suspension, exclusion and expulsion are seen as strategies within the student welfare policy and behaviour management and discipline policy of the school. These strategies are to be used in serious cases of misbehaviour in accordance with these procedures.
4. The school should use its available authority immediately if it believes that the safety of staff or students is at risk.
5. It is the responsibility of the School to ensure that the students, parents and staff are fully aware of these procedures within the context of the school's student welfare policy and discipline code.
6. The School will seek early and positive support from parents or caregivers in resolving discipline and behaviour problems. Suspension provides a period when all parties can seek a positive resolution to the problem.
7. A student who is extremely insolent, persistently disobedient, disruptive or continually harasses other students or staff may be suspended from school.
8. Violent behaviour must be dealt with swiftly and may result in immediate suspension.
9. Parents are to be formally notified, in writing, of serious breaches of the school rules or discipline code, informed of the penalty that is being applied and of the consequences of any further breaches. They must be informed of the availability of counselling to students and parents. They should also be invited to negotiate an effective process to improve the situation.
10. Detailed records must be created and maintained in relation to any serious student misbehaviour particularly where that misbehaviour may lead to suspension, exclusion or expulsion.
11. The School may refuse enrolment of a student on the grounds of previous documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour.
12. Action by a student that could constitute a reportable crime may be reported to the police by the school or the victim/care giver may be supported to do so by the school.
13. The College of Teachers will be advised of any suspension or exclusion decision.
14. College and two Council members are needed to ratify formal expulsion when a caregiver does not agree to withdraw their child voluntarily.

### **B: Circumstance Principles**

#### Urgent circumstances

1. In circumstances where violence has occurred, or where for some reason the safety of students or staff is considered to be at risk, the school will immediately suspend the student pending determination of the appropriate action to be followed.
2. If a student's behaviour is threatening to other students or staff, the school may call the police.

#### Non-urgent circumstances

Except in the cases of immediate suspension in extreme circumstances, before suspension is considered the school will:

1. Ensure that all appropriate school student welfare strategies and discipline options have been applied and documented and that personnel such as coordinators and the pastoral carer have been involved;

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2. Discuss with the student and parents or caregiver the unacceptable behaviour, consequences and clear expectations of what is required;
3. Record action taken.

### **C: Suspension**

In cases of suspension – both short and long – the School will:

1. Ensure that the student is given the opportunity to express his or her view of the incident(s). This view must be taken into account before a decision is made to suspend.
2. Inform the student of the precise grounds upon which suspension is being considered.
3. Notify the parents or caregiver in writing of:
  - the suspension;
  - the date and probable duration of the suspension;
  - the reasons for the suspension;
  - the expectation that the student will continue with studies at home;
  - the importance of their assistance in resolving the matter;
  - their responsibility for the care and safety of the student while under suspension;
  - any intention to proceed to exclusion or expulsion;
4. Convene a meeting of personnel involved in the welfare and guidance of the student, including the parents or caregiver to discuss appropriate action in the interests of the student and of the school.
5. Outline clearly conditions for re-entry into the school.
6. If required, conduct follow up interviews with parents and student within a month.
7. Record action taken in the suspension file.

#### Short suspension – up to four days

1. In determining whether a student's behaviour is serious enough to warrant suspension, the school will consider the welfare of the student, teachers and other students in the class or school.
2. The School Administrator may impose a short suspension of up to four school days.
3. The School Administrator will not impose any more than two short suspensions on an individual student in any one calendar year. If the unacceptable behaviour persists after two short suspensions, strategies such as alternative education programs must be considered, e.g. Counselling, referral to outside agencies.

#### Long suspension – five days or more

1. If a short suspension has not resolved the problem or the behaviour is so serious as to warrant an immediate long suspension, the School will advise the School Council Chairperson
2. The School will ensure that all relevant documentation is retained on a file at the school. Recommendations for further action are agreed upon.
3. The School will offer to develop, with the student and parents or caregiver, an agreed study program to be undertaken by the student during the period of suspension.
4. The School should utilise class teachers, the pastoral carer, coordinators, Association of Independent Schools, Department of Education Services, and community services in seeking a means of resolving the problem and lifting the suspension within 20 school days.

5. The School will not impose any more than two long suspensions on an individual student in any one calendar year without the approval of the College of Teachers and the School Council.
6. If after two long suspensions the matter has not been resolved, alternative strategies must be considered including alternative educational programs, exclusion or expulsion.

**D: Exclusion from School**

1. Exclusion is not a substitute for expulsion. Accordingly, exclusion from a school may take place only where a long suspension has not resolved the problem, and it is considered that the student might develop self-discipline and cooperative behaviour in a suitable alternative school.
2. Where a student is excluded from the school, the School, in conjunction with parents or caregiver, will arrange a suitable alternative school placement for the student within ten school days. If this cannot be arranged an application for expulsion or a return to the school are the only other options.
3. The School must notify the parents or caregiver in writing within five school days of an intended exclusion from the school. A copy of this letter and a report from the School must be placed on the file, which is to be retained at the school. The School Council must also be provided with copies of all documentation on file.

**E: Expulsion**

1. In extreme circumstances the School may recommend expulsion. In these cases the student will be immediately suspended pending the decision.
2. Expulsion may be recommended following violent behaviour or the bringing of weapons or drugs to school, irrespective of any police action taken or continued cases of serious misbehaviour.
3. The School will consider the responses given by the parents or caregiver and student prior to a final decision.
4. Final decisions of a formal expulsion lie with the College of Teachers and representatives of the School Council. In the case of a caregiver voluntarily withdrawing their child from the School, the College and Council will be notified by the School Administrator.
5. Notification of expulsion shall be given in writing.
6. If required a follow up interview will be made available to parents/students.

**APPENDIX B: SCHOOL RULES**

<b>We all have the right to feel safe at all times</b>		
<b>Care of Self : <i>We will</i></b>	<b>Care of Others: <i>We will</i></b>	<b>Care of Our School and the Environment: <i>We will</i></b>
<ul style="list-style-type: none"> <li>• Act and move safely</li> </ul>	<ul style="list-style-type: none"> <li>• Never bully</li> </ul>	<ul style="list-style-type: none"> <li>• Care for school property and its plants and wildlife</li> </ul>
<ul style="list-style-type: none"> <li>• Wear footwear unless given special permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to each other and to all teachers and all staff respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the pathways delineated by ropes &amp; chains and not take shortcuts to form new paths.</li> </ul>
<ul style="list-style-type: none"> <li>• Be in the right place at the right time and stay within the school boundaries during school hours</li> </ul>	<ul style="list-style-type: none"> <li>• Listen when a teacher is speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Care for our classrooms and school equipment and materials</li> </ul>
<ul style="list-style-type: none"> <li>• Inside and outside the classroom we will act with care</li> </ul>	<ul style="list-style-type: none"> <li>• Not interfere with the learning of others</li> </ul>	
	<ul style="list-style-type: none"> <li>• Follow school and classroom rules</li> </ul>	
	<ul style="list-style-type: none"> <li>• Care for the property of others</li> </ul>	

**APPENDIX C: LIST OF UNACCEPTABLE BEHAVIOURS AND FORBIDDEN ITEMS**

Unacceptable Behaviour	Forbidden Items (Attract immediate confiscation and disciplinary action)	Items not to be used on school grounds (A teacher or member of the school staff has the right to temporarily confiscate items that should not be on display at school)
• Bullying	• Cigarettes / Matches / Lighters / Fireworks	• Wheels (bikes, skateboards etc.)
• Lying	• Alcohol and drugs of all types (including any non –prescription drugs)	• Electronic equipment (IPODS, mobile phones etc.)
• Kicking, pushing, hitting, spitting	• Pornographic material	
• Throwing sticks, stones or other objects	• Knives and weapons	
• Violent behaviour	• Chewing gum/ bubble gum	
• Verbal abuse		
• Teasing		
• Swearing		
• Rudeness		
• Willful exclusion of others/ formation of cliques		
• Malicious gossiping		
• Continual talking while the teacher is talking		
• Failure to follow instructions		
• Regularly not completing homework		

**APPENDIX D: RESTORATIVE PRACTICE APPROACH**

**1. Introduction and Overview**

The Perth Waldorf School has adopted the Restorative Justice Practice Approach as a tool to deal with behaviour issues. These restorative practices aim to allow all parties to share their experiences and hear the experiences of others and then find ways to restore a situation so that all parties feel that justice has been done.

- While acknowledging this empowering approach, teachers and other staff retain the right and obligation to use their professional judgement and personal authority to deal with students and behaviour issues.
- The Restorative Justice approach requires all parties to be willing participants

**2. Corridor Conference Approach**

Using the restorative practice approach, the teacher will usually act as a facilitator and would use the following language and questions as a guide.

Wrongdoer	Person Harmed	Back to Wrongdoer
What happened? What were you thinking/feeling at the time? What have you thought since? Who has been harmed / affected? How? What needs to happen to repair the harm/make things right?	How have you been affected? What’s the hardest or most difficult part? What would you like to see happen?	Does that seem fair? If not, what needs to happen? Is there anything you would like to do or say?  <i>Facilitator - Remember to:</i> Use silence Say “tell me more” or “say more about that” Give time to reflect & if necessary come back to them

**3. Debriefing Questions**

Standard Debriefing (No harm)	Debriefing Harmful Behaviour
What happened? What was the hardest or most difficult part? What could you do differently next time?	What happened? What were you thinking at the time? How do you think (other person/members of group) feel/s? What could you do differently next time? Is there anything you want to say or do?

**4. Formal Restorative Justice Conference**

In situations of significant conflict or harm it may be necessary for a more formal “round table” type conference to take place. This may involve an independent experienced facilitator, and it may be appropriate for various parties to invite a support person to accompany them.

## APPENDIX E: DEALING WITH BULLYING BEHAVIOUR

### Introduction

Perth Waldorf School works with the indications given by Rudolf Steiner aiming to create a safe and caring environment which promotes personal growth and positive self-esteem for all. Bullying behaviour in any form does not belong in such an environment where positive assertive communication is promoted and difference is valued. Perth Waldorf School does not tolerate bullying.

### Aims

- to deter or dissuade other students from engaging in bullying.
- to ensure the protection and support of the child who is feeling victimised by assisting them to explore strategies of response towards harassment.
- to change the behaviour of the bully – both for the sake of other future victims and for the sake of the bully's future.

### What is Bullying?

Bullying is an act of aggression causing embarrassment, pain or discomfort to another.

It can be the repeated use of:

- physical aggression
- the use of put-down comments or insults
- name calling
- damage to the person's property
- deliberate exclusion from activities
- the setting-up of humiliating experiences
- "ganging up" of a group of children against one child

It is necessary to distinguish between the two main forms of bullying pertinent to the school situation – *malign and non-malign*. (Rigby, 1997). Different approaches may be adopted depending on the type of bullying, which is occurring.

*Malign bullying* is that which seeks consciously to do harm to someone.

*Non-malign bullying* is a form of "non-conscious" bullying which is less "obvious" and often of longer duration. . There can be more than one "victim" involved.

### What are the effects of bullying?

Regardless of the "type" of bullying involved, the results for the victim are similar. They can include:

- Emotional: mood swings, sleep disturbance, depression
- Psychosomatic: negative body language
- Social: withdrawal, increased sibling rivalry
- Behavioural: outbursts of temper, problematic behaviour, decline in work standards, truancy

**Bullying is a complex social issue and is best addressed using the Restorative Justice Approach.**

## **APPENDIX F: BEHAVIOUR AT THE BUS STOP AND ON THE BUS**

To make the bus stop use and bus travel a safer and happier experience we have set out some simple guidelines to assist everyone.

Firstly, the school day begins and ends at the school bus stop. Children are expected to behave in a way that will make everyone feel proud to be part of the school. School rules apply at the bus stop, on the bus and at school alike, because we all agree that school should be a safe and enjoyable place.

### **Rules at the Bus Stop**

- Waiting quietly, leaving space on the pavement for other users
- No running up and down the pavement
- No swinging on poles
- No climbing trees
- No swearing, disrespectful language or calling out aimed at other children or adults

### **Out of bound areas for students**

- Shops, car park and the road

### **Rules on the Bus**

- Everyone remains seated
- No calling out or bad language
- Considerate and polite behaviour towards the bus driver and fellow passengers

If any of these safety or courtesy rules are disregarded the following consequences will apply:

1. The student will be given a warning from a teacher and a form will be sent home that must be signed by a parent and returned to school.
2. If a second warning is given in the same week, the parent will be contacted and the child must be driven to school for 2 days
3. If a further warning is given during the term and disregarded, the loss of privilege to ride on the bus will be extended for a week or more.

Our rules and consequences will be discussed with all of the children at the school. The School asks for everyone's support by reinforcing these simple but necessary guidelines, by discussing them at home.

The School is confident that the teachers, parents and children can work together to make bus travel a positive part of the school day.

**APPENDIX G: PLAYGROUND BEHAVIOUR - PRIMARY SCHOOL**

**Context**

Students eat morning tea and lunch with their class teacher and are then released to play in designated areas which are designated by the Primary Faculty at the beginning of each school year.

Play Area Rules	Out of Bounds Areas
<ul style="list-style-type: none"> <li>▪ On the small field ball games must not involve kicking.</li> <li>▪ On the field kicking of balls is permitted. Tackling is not allowed</li> <li>▪ Cubbies - Any disputes over cubby materials should be referred to the class teacher. Cubbies must be dismantled at the end of each term.</li> <li>• Promoted from Kindergarten is a culture of non-violent play, thus we discourage the use of imitation guns/weapons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outside school perimeter</li> <li>▪ Car park area</li> <li>▪ Fenced bush areas</li> <li>▪ Maintenance sheds &amp; containers</li> </ul> <p><b>Paths</b> The paths throughout the school have been delineated by chains or ropes. Students and teachers are expected to keep to these paths and to ensure that students do not take short cuts through the out of bounds areas and form new paths.</p> <p><b>Bicycles</b> All areas inside the school are out of bounds for bike riding. Students are to walk their bikes to and from the exit gates.</p>
Wearing of Hats & Shoes During Play	Wet Weather Play
<ul style="list-style-type: none"> <li>▪ Hats to be worn during term 1 and 4</li> <li>▪ No hat, no play – no warnings – children put on hats before going out to morning tea and lunch</li> <li>▪ Shoes should be worn at all times except in the sand pit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children to play under cover</li> <li>▪ Children can go into classroom for quiet activities</li> </ul>
Water Play Rules	
<p>When we use water for the purpose of fun and entertainment for our children we must keep in mind that we live in a country with severe water restrictions and must be conservative about how we use it.</p>	
<ul style="list-style-type: none"> <li>• Water play needs to be supervised by the Class Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Water play must be confined to a designated area, not around buildings.</li> </ul>
<ul style="list-style-type: none"> <li>• Water pistols/guns are not permitted.</li> </ul>	<ul style="list-style-type: none"> <li>• The children must have a change of clothing.</li> </ul>
<ul style="list-style-type: none"> <li>• Water bombs are not permitted.</li> </ul>	

### **Duty Teacher Responsibilities**

Duty Teachers need to be aware of the duty roster and it is their responsibility to be on playground duty at the appropriate times. This applies to permanent and casual teachers.

Duty teachers need to be vigilant in their area until the end of recess and lunch when the bell rings to go in to class. All duty teachers are encouraged to walk around the playground and check to see if children are safe treating others respectfully and playing within the school boundaries and rules. It is important to remain vigilant and monitor activity in and around the toilet block which is an out of bounds area for children in Classes 1 to 4 without permission of the duty teacher.

In the event a teacher is absent or unable to be on duty due to illness or accident, another teacher will be nominated to cover the duty.

All teachers need to familiarize themselves with the Behaviour Management and Discipline Policy and in particular the Restorative Practice Approach. It is important that all teachers act consistently so that the children get clear and consistent messages regarding their behaviour in the playground.

Teachers should have ready access to first aid supplies by having a belt bag or a first aid box in a nearby classroom.

Every teacher exercises a “duty of care” whether on duty or not. We all need to be mindful of students exiting rooms appropriately and wearing a hat in terms 1 and 4

### **Expectations of the Class Teacher**

- To arrive at school at least 30 minutes prior to the commencement of school
- To dismiss class on time (if dismissed early the class must be supervised by class teacher)
- To arrive at rostered duties on time
- To swap duties in the event of a planned absence
- To arrive at class on time after breaks
- Students not collected from the classroom door must make their way to the designated duty shelters to await pick-up
- Any unsupervised children left after 3.15 pm will be taken to the School office
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**APPENDIX H: PLAYGROUND BEHAVIOUR - HIGH SCHOOL**

**Context**

Students eat morning tea and lunch supervised either inside or outside their classrooms by the duty teacher before being released for play. High School recreation areas are designated by faculty at the beginning of each school year

Play Area Rules	Areas out of Bounds
<ul style="list-style-type: none"> <li>▪ On the field kicking of balls is permitted. Tackling is not allowed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outside school perimeter</li> <li>▪ Car park area</li> <li>▪ Fenced bush areas</li> <li>▪ Maintenance sheds &amp; containers</li> </ul>

**Duty Teacher Responsibilities**

Duty Teachers need to be aware of the duty roster and it is their responsibility to be on duty at the appropriate times. This applies to permanent and casual teachers.

Duty teachers need to patrol their duty area until the end of recess and lunch when the bell rings to go in to class. All duty teachers must walk around the duty area and check to see if children are safe and behaving within the school boundaries and rules. It is vital to actively patrol all areas, particularly the bathrooms.

In the event a teacher is absent or unable to be on duty due to illness or accident another teacher will be nominated to cover the duty.

All teachers need to familiarize themselves with the Behaviour Management and Discipline Policy and in particular the Restorative Practice Approach. It is important that all teachers act consistently so that the children get clear and consistent messages regarding their behaviour in the playground.

Every teacher exercises a “duty of care” whether on duty or not. We all need to be mindful of students moving between classes appropriately and wearing hats when outside.

**Expectations of Class Guardians and High School teachers**

- To arrive at school at least 30 minutes prior to the commencement of school
- To dismiss class on time (if dismissed early the class must be supervised by class teacher)
- To arrive at duties on time
- To swap duties in the event of a planned absence
- To arrive at class on time after breaks
- To ensure students observe school rules and codes of behaviour
- Follow through with disciplinary actions where necessary

## **APPENDIX I: DRUGS, ALCOHOL & TOBACCO**

### **Definition**

For the purpose of this policy “illegal drug or drugs” means:

1. Any drugs referred in the Misuse of Drugs Act 1975 as: a “controlled drug”, a “controlled drug analogue” or a drug “derived from a prohibited plant”
2. Any prescribed drugs not being used by a person other than for whom they have been prescribed by a medical practitioner or medical specialist.
3. Any alcohol or tobacco

### **Rationale**

To ensure the student body and school community are protected from the use and consequences of illegal drug taking, or dealing in illegal drugs.

### **Objectives**

1. That no student uses drugs or is found influenced by drugs, on school property or at school functions.
2. That no student is in possession of illegal drugs.
3. That no student sells, gives away or exchanges drugs at school or on school property or at school functions.

### **Procedures**

1. Possession of or use by students of any illegal drugs at any time on the school premises, school excursions, at functions, or en-route to and from school will result in immediate suspension for an unspecified period of time with a view to expulsion. Reasonable steps will be taken to ensure that pupils receive good guidance and counseling. Police may be called.
2. Possession of or use by students of alcohol or tobacco at any time on school premises, on school excursions, at functions, or en-route to and from school will lead to immediate suspension with a view to expulsion.
3. The school will query any medication in possession of or used by students, at any time on the school premises, on school excursions, at functions, or en-route to and from school.
4. If a student is suspected to be under the influence of any drugs, his/her parent/guardian will be called and may be asked to take their child to a doctor for a medical consultation. In the event that no parent or guardian can be contacted or are unavailable, the school will act ‘in loco parentis’.
5. If a student is suspected of being in possession of drugs, a search of the student’s bag, jacket, desk or other belongings may be conducted in the presence of two teachers.
6. If a student is suspected of concealing drugs on his or her person, the parents will be called and the police may be asked to conduct a search.
7. A student may, in some circumstances and at the sole discretion of the school, return to school to continue their studies provided they:
  - a) undergo counselling, and
  - b) submit medical test results to prove they are drug-free, and
  - c) sign an agreement to abide by school policy
8. Any illegal drugs found by a teacher must be receipted at the office and be locked away until such time as they can be handed to the police or appropriately disposed of. Drugs should not be handled by anyone who isn’t directly involved with the investigation.

