



**Rutherford Public School
Welfare and Discipline Policy**

Respect

At Rutherford Public School we:

- follow instructions
- have good manners
- encourage others



Responsibility

At Rutherford Public School we:

- are organised
- are always safe
- own our choices
- allow others to learn and play



Personal Best

At Rutherford Public School we:

- always strive to do quality work
- are learners
- always strive to do our best



CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

THE CORE RULES

All students in NSW government schools are expected to:

Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.

Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.

Behave safely, considerately and responsibly, including when travelling to and from school.

Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.

Treat one another with dignity and respect.

Care for property belonging to themselves, the school and others.

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

RUTHERFORD PUBLIC SCHOOL WIDE EXPECTATIONS CODE OF CONDUCT

The student discipline code and learning environment at Rutherford Public School is designed to promote effective learning for all students in a happy and safe environment. This discipline code seeks to nurture and maintain a school environment that values:

RESPECT

We follow instructions
We have good
manners We
encourage others

RESPONSIBILITY

We are organised
We are always
safe
We own our own choices
We allow others to learn and play

PERSONAL BEST

We always strive to do quality
work We are learners
We always strive to do our best

STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOUR, INCLUDING SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT

Programs include:

1. Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

School-wide Positive Behaviour for Learning Goals

1. To build systems that make it easier to teach and therefore easier for our students to learn
 2. Create environments that encourage (rather than discourage) school-appropriate behaviour
 3. Teach all students what is expected
 4. Provide a continuum of behaviour and learning support to students who need more support to be successful
- Rutherford Public School is committed to the PBL system and the school has an active PBL team which plans, reviews, implements and evaluates whole school policies and practices to ensure that our school is happy and safe for all students.

A defining feature of school-wide positive behaviour supports (PBL) is a prevention logic that is organised as a continuum of support, most often in three tiers.

- ✓ **Universal Tier-Tier 1 (0-1 Sentral entries per term)** – School-wide practices and systems for preventing the development and occurrences of problem behaviour for all students across all settings.
- ✓ **Secondary Tier - Tier 2 (2 or 3 Sentral entries a term)** – More specialised and intensive practices and systems for supporting students whose behaviours have been documented as unresponsive to Tier 1 practices and systems.
- ✓ **Tertiary Tier - Tier 3 (4 or more Sentral entries a term)** – Highly specialised and individualised practices and systems for supporting students whose behaviours have been

Tier 1 Support

The team responsible for Tier 1 universal prevention includes representatives of all key stakeholders in the school community. The team usually includes:

- Principal / executive representative
- Learning and Support team representative
- teacher(s) with behavioural management expertise (for example, Learning and Support (LaST) teacher, school counsellor)
- non-teaching staff (for example, School Learning Support Officer, school administration staff)
- parent/ community
- coach support (within school coach or external a person from another school/ Public Schools NSW position).

Team responsibilities are to:

- attend PBL training
- develop PBL school vision aligned with school plan
- schedule/ participate in efficient meetings
- use problem solving and data based decision making
- collect, collate, analyse and share data
- develop, implement and evaluate an action plan
- communicate with staff, students, families and community and seek feedback on progress
- build systems for family and community awareness and engagement.

Tier 1 systems:

- ensure essential features of school wide universal prevention are in place
- achieve actions through staff collaboration
- communicate school-wide systems and strategies
- ensure effective classroom practices are in place
- schedule professional learning
- document processes for acknowledgement/ consequences and data collection.

Tier 1 practices:

- post, teach, monitor and review expectations
- support quality teaching across all settings
- use data based decision making

Tier 2 Support

The school team responsible for **Tier 2 targeted interventions** address students' social-emotional learning through evidence-based programs which are delivered to small groups of students or individual students. The involvement of the classroom teacher helps the student apply their newly learned skills in the classroom and also builds the teacher's capacity to understand and respond to students with unproductive and challenging behaviours. Small group interventions often include skill building and a self monitoring process so that a student can manage their own behaviours. Students are taught to self regulate and learn from natural consequences.

Team membership includes:

- principal or delegate
- PBL team representative
- Learning and Support teacher(s) with behavioural and academic expertise
- school counsellor
- coach support
- teachers.

Team responsibilities are to:

- connect with and build upon the essential features of Tier 1 Universal Prevention
- connect with and build upon systems and practices of evidenced-based effective classroom practices
- establish team member roles and responsibilities, including identification of coordinators of the Tier 2 Targeted Group Intervention/s

- use effective team meeting processes
- develop procedures and data decision rules for student identification
- provide behavioural assessment, interventions and supports
- coordinate the Tier 2 classroom problem solving process and Targeted Group Interventions
- coordinate and communicate with the team(s) that coordinates Tier 3 Intensive Individualised supports
- use data to monitor and evaluate student progress and overall program effectiveness
- communicate to all staff about interventions and responsibilities.

Tier 2 Targeted interventions systems:

- build upon Tier 1 Universal Prevention systems
- match students to interventions
- monitor and review to decide whether to fade, maintain or intensify interventions
- communicate with staff and families.

Tier 2 Targeted interventions practices include:

- Check-In Check-Out (CICO)
- social skills groups

Tier 3 Support

A smaller group of students, approximately 1-5 per cent, may need more individualised and intensive supports, as well as the Tier 1 and Tier 2 supports. In many cases, the problem behaviour has become "chronic" as these students have experienced academic and behavioural difficulties over an extended period of time.

As with the Tier 2 level, schools build on the foundations of school-wide universal prevention to support these students. Using data-based decision making to rapidly support these students is important. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the universal system.

For example, the individual plans are based upon the school-wide expectations; the identification of students in need of Tier 3 supports uses the established data decision making framework.

Intensive and individualised behaviour intervention plans are developed and implemented to reduce the intensity and severity of challenging behaviours. These plans are devised using functional behavioural assessment. This assessment looks at contextual, learning and relationship factors to help explain the purpose of the behaviour. The evidence shows that understanding the function of behaviour is essential to make the problem behaviour ineffective, inefficient and irrelevant.

TIERED INTERVENTIONS

TIER 1 INTERVENTIONS:

- Weekly PBL lessons
- Daily hand out of Webbies
- Online courses
 - Classroom Teacher Program
 - Online Training for Special Education Needs
- Positive relationships
- Active supervision
- Activity sequencing and Choice
- Positive classroom environment
- Encouraging/ reinforcing positive behaviour
- Opportunities to respond
- School/classroom procedures and routines
- Responding to problem behaviour
- Task adjustments
- Classroom behaviour chart

TIER 2 INTERVENTIONS:

- Daily CICO (Check in-Check out)
- Social skill groups
- Daily monitoring cards
- Coaching
- ERASE (Explain, Reason, Appropriate, Supports, Evaluation) Task-complete with teacher, parent/s and student
- Review data of student fortnightly

Tier 3 INTERVENTIONS:

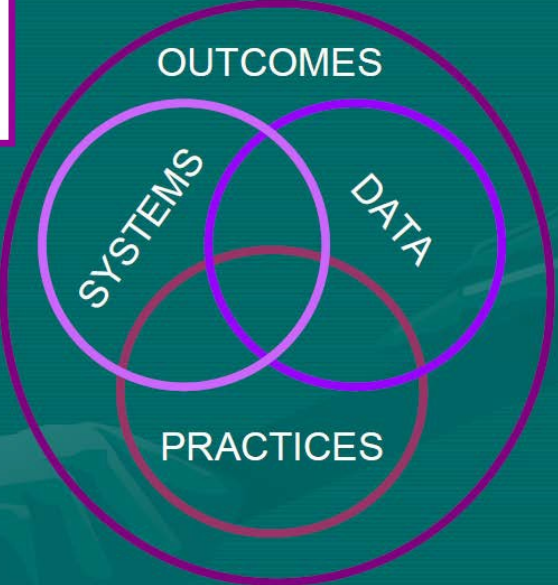
- Daily session CICO (Check in-Check out)
- Behaviour management plans/ Behaviour Learning Plan
- Daily monitoring cards
- Time off playground/ restriction to playground areas
- Parent/teacher/school support plans
- Referral to LST/counsellor
- Multidisciplinary approach- parent/student/principal/counsellor, other agencies
- coordinating planning and progress monitoring with the team that supports targeted group interventions
- working closely with other service providers
- using data to monitor and evaluate student progress and overall program effectiveness.
- conducting Functional Behavioural Assessment (FBA) procedures
- Weekly ERASE task to be completed with parents, students and stage supervisor where possible
- Review data of student weekly

Positive Behaviour for Learning

Social Competence & Academic Achievement

Supporting Staff Behaviour

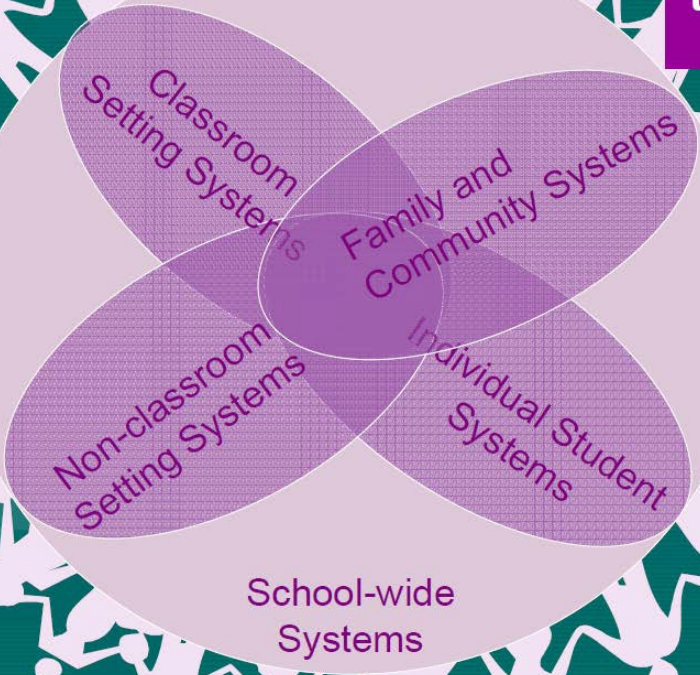
Supporting Decision Making



Supporting Student Behaviour

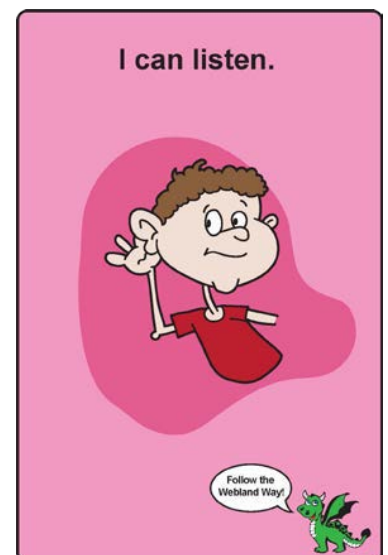
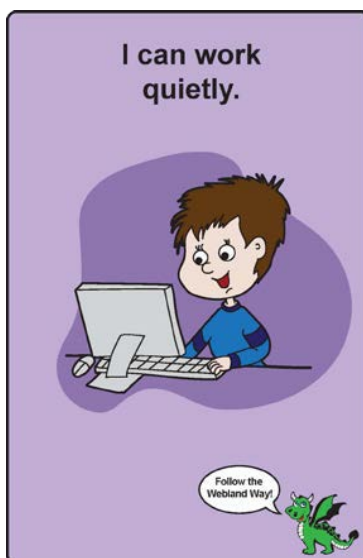
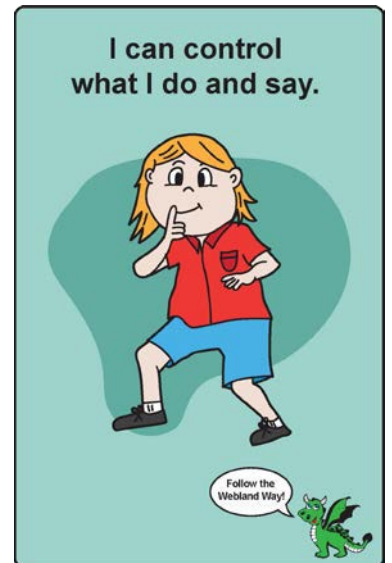


Research to Practice



3. The 5 Webland Ways

The 5 Webland Ways are established in all learning environments within Rutherford Public School. These rules underpin Respect, Responsibility and Personal Best and explicitly demonstrate the expected behaviours of all students in all areas of the school.



3. Innovative Curriculum and Quality Teaching Practices

The Rutherford learning community strives to promote an educational climate where curriculum innovation and excellence is encouraged and valued. The school is committed to the NSW “Quality Teaching Model” where the foundations of Intellectual Quality, Quality Learning Environments and Significance are embedded in our Whole School Curriculum Plan. This plan outlines stage outcomes for each stage and provides direction in developing key ideas where students are encouraged to acquire enduring understandings. Classroom learning programs are reflective of this plan and are also needs driven, based on teacher observation and data collection. It is a shared belief of the school that appropriate, needs driven and significant curriculum, reduces negative student behaviour and leads to deeper engagement and learning.

4. Student Monitoring / Data Collection

Rutherford Public School is committed to monitoring and encouraging the behavioural and academic growth of all students. The school has several databases to manage and record each student’s behavioural, academic and social progress. Data from these databases is used to determine school priorities and areas of strength.

5. Learning Support Team

The school Learning Support Team (LST) meets weekly to discuss and manage targeted student learning and behaviour. The learning support team consists of the Principal, senior school executive, teachers and the school counselor. The composition of this team changes from time to time, depending on the particular need of each student who may be referred to the LST. Students may be referred to the LST by teachers who are concerned with particular aspects of a student’s growth and development - behavioural, academic, social or emotional. The Learning Support Team discusses strategies to improve particular student outcomes and is responsible for managing support programs throughout the school.

6. Transition to School Programs

The school is committed to promoting positive student behaviours through a strong focus on Kindergarten and High school transition programs. It is believed that these programs are important to establish a climate of trust with the students. The Kindergarten transition program involves an extended 25 week P to K program. The ‘little dragons’ are encouraged to come along every Thursday for a two hour session where they learn school expectation, positive work habits and strong positive relationships with the school can be established and built. A formal three week program in Term 4 also supports young student’s transition to school through classroom visits by students and a Buddy program where students are paired with older children of the school. Year 6 students are supported through strong links with our partner school Rutherford Technology High School and are involved in activities that support their transition to high school. Several visits to the Rutherford Technology High are organised as part of their transition process.

7. Gifted and Talented Students Program

Rutherford Public School provides support for Gifted and Talented students through a variety of strategies and processes. Research suggests that students who are not stimulated or challenged in the learning may become disengaged, unmotivated to learn or behave negatively in the school environment. The school has developed whole school gifted and talented approaches to ensure the needs of these learners are met. Strategies of this policy include: Teacher identification of students with particular strength, differentiation of curriculum to meet the needs of the students, student

databases and class placement.

8. Learning Assistance Programs

Learning Assistance programs at Rutherford are designed to ensure that children experiencing difficulties in their learning are supported through timely and appropriate intervention. Students who are supported through times of difficulty are less likely to behave in a negative way. Teachers at the school also undertake training and development in ways to cater for children who may be experiencing difficulties. The school also employs a teacher to work with students in classes or withdrawal groups for more individual and intensive assistance.

9. School Counsellor

A School Counselling service is available to students who are experiencing academic, behavioural or social difficulties. Access to this service is through teacher or parental referral. Parental consent must be sought in order for students to visit the school counsellor. Depending on the level and type of need, the school counsellor works with the school community to improve student outcomes and identify possible strategies for the student.

10. Attendance Monitoring

School attendance is recorded through a central marking system at the school office. Student attendance is monitored by teachers and school executive. It is a legal requirement that all absences are explained in writing or verbally by the parent or caregiver as soon as possible after the absence. Explanations of absences should be given to the class teacher. The Home School Liaison Officer and Community Liaison Officer support the school in its effort to maintain high levels of attendance by the student population.

11. Assessment and Reporting

Positive student behaviour is encouraged through regular assessment of student learning and behaviour. Parent teacher interviews are available at any time on request. Parents wishing to meet with the class teacher should request an interview by phone or in writing. The whole school conducts parent teacher interviews in Term 1 to establish a partnership with parents and to share some initial observations in classroom behaviour and attitudes to learning. Formal written reports are prepared at the end of Term 2 and Term 4 and an interim report is prepared at the end of Term 1 and Term 3. These reports indicate levels of achievement in the Key Learning Areas and also a summary of behavioural attitudes.

12. Student Self-Assessment

All students at Rutherford Public School are encouraged to be active participants in their learning. Students who take responsibility for their learning and regularly evaluate their performance and effort will be more likely to set goals and be more independent, focused and resilient in the classroom. Students will be encouraged to identify strengths as well as areas for development. Much of this self-assessment will take place in the classroom - both formally and informally.

13. Student Leadership

Year 6 students are selected each year to represent their peers in day-to-day routines, ceremonies and general school life. In addition to their normal duties, the student council is also

responsible for developing activities in the playground from time to time that reinforces positive interaction and consequences for behaviour in the school. Children who are displaying an understanding of the school values are allowed to enjoy the benefits of such behaviour. Activities may include: special theme days, lunchtime games and competitions.

All Year 5 students are eligible to nominate to become a school "SRC" leader for the following year if they have achieved the "PBL BADGE" award level in Year 5. Students who are interested in standing for Leader positions are asked to meet with a member of the school executive to discuss why they would make a good school leader. The school selects from this group of leaders, two School Captains and two Vice Captains. Student counsellors who incur any behaviour infringement forms may lose leadership status temporarily or permanently for the year.

14. Anti-Bullying Program

The school has developed a whole school Anti-bullying policy and program which teaches students about the effects of bullying and how bullying should be handled at our school. At the beginning of each school year teachers will discuss and undertake activities that equip students with an understanding of bullying and how to cope with bullying if it is encountered. Common themes across the school include: the role of power in relationships, types of bullying behaviours, and strategies to cope with bullying, what to do when you see bullying and establishing a support network. (See Anti- Bullying Policy at the end of this policy)

15. Community Participation

Rutherford Public School seeks to include all community members in supporting students in their learning and behaviour.

Strategies to achieve this goal include:

- Building a learning community in which students, staff and parents work together
- Encouraging parents and community members to participate in the education of the students at Rutherford Public School
- Acknowledging parents as partners
- Encouraging students to have a sense of belonging and ownership to the school
- Assisting families to gain access to support services in the community
- Fostering close links with the wider community
- Encouraging links between parent and student representative groups
- Inviting parents to share their skills and experiences in the school community
- Supporting students and their parents in making decisions about learning programs
- Recognising students' families, cultures, languages and life experiences

16. Relief Teachers

At Rutherford Public school we strive for high expectations of consistency and communication between all members of staff. Relief teachers/visiting teachers are given an induction regarding the school's Workplace, Health and Safety, as well as a folder regarding class information, programming, timetables and behavior systems upon their arrival to the school.

STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

WHOLE SCHOOL AWARD SYSTEM: VALUE MERIT AWARDS

Positive student behaviour will be recognised through a reward system based on the PBL school values. Students throughout the year will receive awards from the classroom teacher for demonstrating a commitment to the three values of:



Merit award procedures

- Merit Awards are handed out in the school's stage assemblies.
- Each class teacher will nominate students each week to receive a merit award- one of each value merit award
- 5 weekly data student review by PBL team Central tracking system kept in the school
- Webland badge awards are not given out until Term 4, week 4 each year- at a Webland badge Awards ceremony.

Badge Awards

- PBL Badges are awarded to every student in Term 4 of each year who meets the following criteria:

No more than 4 behaviour referrals in a school year

- Badges are presented to students as recognition for the hard work in sustaining Respect, Responsibility and Personal Best consistently throughout the year.
- Students in Year 5 must have their Webland Badge to be eligible for leadership in the following year
- A different colour badge is awarded to each grade

Kindergarten

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



Other Awards:

Webbies

Webby tokens are given out by all school staff to encourage students and reward good behaviour on a regular basis. Students collect 10 webbies for a pick from the school "Win Bin" or a free Ice Block from the canteen.

Webbies can be given out for a variety of reasons:

Classroom behaviours examples:

- Completing work
- Persisting with tasks
- Helping others
- Listening attentively
- Speaking politely
- Cleaning the classroom
- Organisation

Playground Behaviours examples:

- Tidying the playground
- Volunteering to help others
- Playing cooperatively
- Staying in the right area
- Using equipment properly



Golden Webby

Golden webbies can only be given out by the Principal or deputy principal. Golden webbies are a one way ticket to the 'Win Bin'



Attendance Awards

Students who have over 95% attendance in the Term are awarded an "Attendance Award"



Term Principal Award

Students who have no negative incident referral forms within a term are awarded a principal's award.



Other Strategies to Promote Positive Behaviour

- Ongoing feedback to students for appropriate behaviour (particularly the three school values)
- Staff modelling of consistent, caring and controlled behaviour
- Commendations and recognition at assemblies, in the weekly newsletters and at special occasions
- Regular contact with parents and caregivers
- Verbal praise and recognition
- Participation in PSSA competitions, inter-school debating, chess and public speaking, language, Art, computer, English, mathematics, science, environmental and web-based competitions and Performing Arts festivals/performances
- Recognition of students with special needs, remediation and programs for gifted and talented students
- Student Self Evaluation Checklists
- Home reading program and awards

STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR

Classroom Management of Inappropriate Student Behaviour

The classroom teacher (including the RFF teacher) plays a pivotal role in maintaining a positive classroom environment and promoting productive relationships with each student. From time to time the teacher will need to manage student behaviour which is not in keeping with the school's and/or teachers expectations. It is important that the teacher understand their role in restoring the student's behaviour to a more acceptable standard. All teachers are asked to use the school's agreed 'classroom procedures' when managing student's behaviour (See following pages).

It is an expectation that teachers will enforce fair and firm discipline procedures to maintain the class' learning focus. Where consequences (time out, check-in sheets etc.) are applied, the individual teacher is responsible for following through and managing the restorative process. Giving control over to another teacher to discuss the inappropriate behaviour does little to change the relationship between teacher and student. In extreme or serious circumstances, the student may be referred immediately to the Assistant Principal , Deputy then Principal.

Playground Management of Inappropriate Student Behaviour

All staff members must be vigilant when supervising the playground to ensure a safe and happy school environment. All staff members should carry the mango playground folder and wear a fluorescent vest. From time to time students will need to be reminded of rules and expectations. Consequences for inappropriate behaviours will range depending on severity and context. Where incidents are minor, students should be reminded of rules by the teacher dealing with the incident and where appropriate have consequences to reinforce better choices. Where the behaviour is major or serious, teachers will need to apply the schools policies and procedures (refer to Classroom and Playground Procedures). It is the supervising teacher's responsibility to follow through with an appropriate investigation and referral where necessary. This may involve interviewing students after the play period has ended. Serious behaviour infringements must be referred to the stage Assistant Principal.

Staff expectations- Classroom and Playground

| Area | Teacher | Stage Executive | Deputy/Principal |
|-------------------|---|--|---|
| Classroom | <ul style="list-style-type: none"> • Establish class routines and expectations • Follow agreed school classroom management procedures • Investigate/ follow up behaviour incidents as needed. • Follow through with enforcement of consequences for misbehavior • Contact parents to enlist support and advice • Conference with student- make a plan, contract etc. with agreed consequences • Record inappropriate significant classroom behaviour on referral form (Orange or Red Form) • Maintain acceptable documentation of behaviour- plans, referrals • Communicate with stage executive • Refer to stage AP for serious and/or ongoing behaviour causing concern | <ul style="list-style-type: none"> • Ensure school policies and procedures are followed • Support and advise classroom teacher where appropriate • Collect “significant” inappropriate behaviour forms(orange forms) and record on Sentral database (office to support) in Week 4 and Week 9 • Investigate serious behaviour incidents for principal • Contact parents to discuss incidents and ways to support | <ul style="list-style-type: none"> • Ensure school policies and procedures are followed • Support Stage Aps • Convene LST meeting to address student need • Apply DET suspension policies where necessary |
| Playground | <ul style="list-style-type: none"> • Know school playground rules and routines • Roam constantly in duty are • Be proactive in identifying high risk students and directing them towards suitable play • Reinforce playground rules • Investigate/Follow up playground incidents • Record inappropriate significant playground behaviour on referral form (Orange or Red Form) • Ensure orange forms are directed to stage AP | <ul style="list-style-type: none"> • Support and communicate playground policies and procedures • Support teachers in consistency and procedures • Collect and record behaviour referrals- orange and red- on Sentral database • Investigate serious incidents for principal | <ul style="list-style-type: none"> • Ensure school policies and procedures are followed • Support Stage Aps • Convene LST meeting to address student need • Apply DET suspension policies where necessary |



Classroom and Playground Procedures



All students at Rutherford Public School are encouraged to show behaviours that keep with our school expectations of **RESPECT, RESPONSIBILITY** and **PERSONAL BEST**.

| Behaviour Level and consequence | PLAYGROUND | | | |
|---|---|--|---|---|
| | Typical behaviours | Possible Consequences | Teacher Responsibilities | Executive Responsibilities |
| <p>Minor</p> <p>Infringements of school expectations - counselling by the teacher, low level consequences and restitution</p> <p>Deal with issue in class</p> | <ul style="list-style-type: none"> • Running on the concrete • Kicking balls under the cover • Littering • Excluding others • Disobedience • Dangerous use of equipment • Inappropriate language • Lying • No hat • Rough play • Out of bounds • Littering • inappropriate use of digital devices | <ul style="list-style-type: none"> • Counselling /Discussion • Shadowing • Lunch/Recess time out • Record incident in day book • Reminder of 5 Webland Ways • Time out in visible area | <ol style="list-style-type: none"> 1. Give logical consequences 2. Redirect behaviour 3. Monitor behaviour 4. Teach positive behaviour 5. Praise/reward positive behaviour | <h1 style="font-size: 2em;">NIL</h1> |
| <p>Major</p> <p>Infringements of school expectations - counselling by teacher recording of behaviour and restitution</p> <p>Deal with issue during lesson breaks, seeking APs assistance/advice.</p> | <ul style="list-style-type: none"> • Continued dangerous use of equipment • Continued aggressive play • Continued Inappropriate language • Inappropriate touching • Continued disobedience • Continued Inappropriate language • Spitting at someone • Stealing • Continued inappropriate use of digital devices • Verbal abuse (racial, sexual etc) | <ul style="list-style-type: none"> • Communication with classroom teacher • Sentral Form to stage AP • More than 1 Sentral entry per term means the student is not eligible for their PBL badge. • follow up conversation with executive • Shadowing • Loss of privileges • Students of concern identified at LST meeting, executive and communications meeting | <ol style="list-style-type: none"> 1. Give logical consequences 2. Sentral form completed thoroughly and given to AP 3. Teacher dealing with the incident to contact parent within 24 hours 4. Inform classroom teacher | <ol style="list-style-type: none"> 1. Sentral Form collected by Executive and considered for Data Base 2. Executive Action/Recommendation form to be completed and returned to teacher 3. Support CT where necessary 4. Ensure appropriate follow up if necessary, e.g Risk Assessment, IEP, Behaviour Plan 5. Monitor improvement 6. Refer to LST when appropriate |
| <p>Serious</p> <p>Infringements of school expectations - investigation by the teacher and/or school executive, recording of behaviour, enforcement of consequences and restitution</p> <p>Emergency-Need assistance immediately.</p> | <ul style="list-style-type: none"> • Physical violence • Vandalism • stealing valuable items • Intentionally damage of equipment | <ul style="list-style-type: none"> • Sentral form to stg AP • Parent • Interview (face to face) • Time off playground with executive and classroom teacher • In school withdrawal • Suspension • Expulsion • Students of concern identified at LST meeting, executive and communications meeting • In class monitoring card. | <ol style="list-style-type: none"> 1. Sentral form completed and given to AP 2. Teacher/Executive/ Student conference | <ol style="list-style-type: none"> 1. Teacher/Executive/ Student conference 2. Sentral database entry 3. Parent interview/ phone call/ interview, as appropriate. Discuss goals and strategies 4. Deputy/Principal to consider/manage suspension 5. Complete referrals to Distract Office and counsellor 6. Monitor and manage Risk Assessment, IEP, Behaviour Plan |



Classroom and Playground Procedures

All students at Rutherford Public School are encouraged to show behaviours that keep with our school expectations of **RESPECT, RESPONSIBILITY** and **PERSONAL BEST**.

| Behaviour Level and consequence | CLASSROOM | | | |
|---|--|--|---|---|
| | Typical Behaviours | Possible Consequences | Teacher Responsibilities | Executive Responsibilities |
| <p>Minor</p> <p>Infringements of school expectations - counselling by the teacher, low level consequences and restitution</p> <p>Deal with issue in class</p> | <ul style="list-style-type: none"> • Answering back • Calling out • Defiance • Disrespect towards a teacher • Disrupting others/Inciting problems • General swearing • Lack of effort • Misuse of school or personal equipment • Put downs • Refusal to follow the Webland Ways • Throwing items across the room • Unauthorised quick absence from the class • Use of mobile phone in class. • Time out | <ul style="list-style-type: none"> • Moving down flowchart • Counselling /Discussion • Lunch/Recess time out • Parent contact • Record incident in day book • Reminder of 5 Webland Ways • Time out in visible area | <ol style="list-style-type: none"> 1. Give logical consequences 2. Redirect behaviour 3. Monitor behaviour 4. Teach positive behaviour 5. Praise/reward positive behaviour | <h1 style="font-size: 2em; margin: 0;">NIL</h1> |
| <p>Major</p> <p>Infringements of school expectations - counselling by teacher recording of behaviour and restitution</p> <p>Deal with issue during lesson breaks, seeking APs assistance/advice.</p> | <ul style="list-style-type: none"> • Constant misbehaviour- repeated warning behaviours. • Continual misuse of personal or school property. • Continual/long unauthorised absence from class • Inappropriate/continual use of mobile phones • Persistent defiance-disruption • Swearing- persistent or with intent to hurt • Throwing items with intent to hurt. • Touching others inappropriately • Vandalism • Verbal abuse directed at teacher/ student • Spitting at another person | <ul style="list-style-type: none"> • Exit • Sentral Form • More than 1 Sentral entry per term means the student is not eligible for their PBL badge. Completion of work in lunch/recess • Loss of privileges • Names moved down Flowchart • Students of concern identified at LST meeting, executive and communications meeting • follow up conversation with executive | <ol style="list-style-type: none"> 1. Give logical consequences 2. Sentral form completed thoroughly and given to AP 3. Teacher dealing with the incident to contact parent within 24 hours 4. Inform classroom teacher | <ol style="list-style-type: none"> 1. Sentral Form collected by Executive and considered for Data Base 2. Executive Action/Recommendation form to be completed and returned to teacher 3. Support CT where necessary 4. Ensure appropriate follow up if necessary, e.g Risk Assessment, IEP, Behaviour Plan 5. Monitor improvement 6. Refer to LST when appropriate |
| <p>Serious</p> <p>Infringements of school expectations - investigation by the teacher and/or school executive, recording of behaviour, enforcement of consequences and restitution</p> <p>Emergency-Need assistance immediately.</p> | <ul style="list-style-type: none"> • Consistent misbehaviour- repeated warning behaviours. • Constant misuse of personal/ school property/property damage • Extreme misuse of equipment e.g. throwing tables, chairs • Extreme sexualised behaviour/including the use of mobile phones • Physical violence (e.g. fighting) • Possession of drugs • Refusal to go to buddy class • Stealing | <ul style="list-style-type: none"> • Sentral form • Parent • Interview (face to face) • Time off playground with executive and classroom teacher • In school withdrawal • Suspension • Expulsion • Students of concern identified at LST meeting, executive and communications meeting • In class monitoring card. | <ol style="list-style-type: none"> 1. Sentral form completed and given to AP 2. Teacher/Executive/ Student conference | <ol style="list-style-type: none"> 1. Teacher/Executive/ Student conference 2. Sentral database entry 3. Parent interview/ phone call/ interview, as appropriate. Discuss goals and strategies 4. Deputy/Principal to consider/manage suspension 5. Complete referrals to Distract Office and counsellor 6. Monitor and manage Risk Assessment, IEP, Behaviour Plan |

At the beginning of each session all students' names will be moved back to 'Positive Behaviour.'

Classroom and Playground Procedures

All students at Rutherford Public School are encouraged to show behaviour in classrooms that are in keeping with our school expectations of

RESPECT

RESPONSIBILITY

**PERSONAL
BEST**

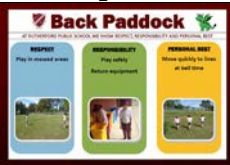




Possible Consequences for breaches of School Wide expectations







Inappropriate behaviours may result in any of the following consequences depending on severity, frequency and context.






- Counselling - teacher and students discuss better behaviours and consequences.
- Time-Out - student is removed from normal class setting - either in a quiet area of the classroom or in another class.
- Recording in orange forms - student behaviour is recorded for possible further counselling and consequences - Incident is recorded on Sentral
- Red Form – serious incident or culmination of repeated misbehavior
- Referral to LST- behaviours of concern can be referred to the Learning Support Team
- Referral for Tier 2 intervention- Classroom teacher completes student nomination form for Tier 2 intervention. This form will go to the Learning Support Team (LST) and Tier 2 Team. Once approved, teacher completes an ERASE form and begins behaviour check-up card (behaviour monitoring card).
- Parents contacted by letter/phone
- Suspension Caution - Parents are informed by phone or letter
- Suspension

Playground Behaviour Expectations

All students at Rutherford PS show expected behaviours within specific areas of the school, keeping with our school expectations of Respect, Responsibility and Excellence.

| | Back paddock | Basketball court | Canteen | Cola | Garden Area |
|------------------------|--|--|---|--|--|
| |  |  |  |  |  |
| Respect | <ul style="list-style-type: none"> Play in mowed areas | <ul style="list-style-type: none"> Follow instructions | <ul style="list-style-type: none"> Use your manners | <ul style="list-style-type: none"> Walking area | <ul style="list-style-type: none"> Care for the garden |
| Responsibility | <ul style="list-style-type: none"> Play safely Return equipment | <ul style="list-style-type: none"> Play safely Return equipment | <ul style="list-style-type: none"> Quiet voices Stand in the correct line | <ul style="list-style-type: none"> Play safely Skipping and handball area | <ul style="list-style-type: none"> Play quietly Walk on path |
| Personal Best | <ul style="list-style-type: none"> Move quickly to lines at bell time | <ul style="list-style-type: none"> Include and encourage others Move quickly to lines at the bell | <ul style="list-style-type: none"> Leave the area after purchase | <ul style="list-style-type: none"> Return equipment Move quickly to lines on the bell | <ul style="list-style-type: none"> Move quickly to lines at bell time |
| Teaching Points | <ul style="list-style-type: none"> the playground is a shared space wearing a school hat protects me from the sun playground equipment is fun, but can be dangerous if it is not used properly we all have a part to play in keeping our playground tidy and rubbish free playing games fairly means everyone enjoys the game | <ul style="list-style-type: none"> the playground is a shared space wearing a school hat protects me from the sun playground equipment is fun, but can be dangerous if it is not used properly we all have a part to play in keeping our playground tidy and rubbish free playing games fairly means everyone enjoys the game | <ul style="list-style-type: none"> the canteen is service for all the school community run by volunteers it is important to wait your turn quietly so the volunteers can hear what people are ordering we do not buy food for our friends using manners (please and thank you) shows respect towards other people | <ul style="list-style-type: none"> the playground is a shared space wearing a school hat protects me from the sun playground equipment is fun, but can be dangerous if it is not used properly we all have a part to play in keeping our playground tidy and rubbish free playing games fairly means everyone enjoys the game | <ul style="list-style-type: none"> The garden area is a shared space It is a quiet area for students to relax, reflect or sit and talk we all have a part to play in keeping our playground tidy and rubbish free |

| | Under cover Walkways | Toilets | Oval | Playground Equipment | Quad | Bus lines |
|---|--|--|--|--|--|---|
| |  |  |  |  |  |  |
| Respect Responsibility Personal Best | <ul style="list-style-type: none"> Stay to the left Walk Wait patiently for others to pass | <ul style="list-style-type: none"> Respect others' privacy Flush toilet Wash your hands Leave the area | <ul style="list-style-type: none"> Share the space Include and encourage others Play safely and fairly Return equipment Move quickly to line at the bell | <ul style="list-style-type: none"> Take turns on the monkey bars Walking area Play safely Move quickly to lines on the bell | <ul style="list-style-type: none"> Be kind Play safely Return equipment Skipping and handball area Move quickly to lines on bell | <ul style="list-style-type: none"> Follow instructions Keep the area tidy Sit clear on the blue line Move quickly to bus lines |
| Teaching Points | <ul style="list-style-type: none"> walkways are a shared space Walkways help us get to where we need to go we keep to the left to help people move running on concrete may cause an accident or injury | <ul style="list-style-type: none"> toilets are a shared public space it is important to have good hygiene in the toilets washing your hands prevents illness and germs spreading we never share a cubicle in the toilets | <ul style="list-style-type: none"> the playground is a shared space wearing a school hat protects me from the sun playground equipment is fun, but can be dangerous if it is not used properly we all have a part to play in keeping our playground tidy and rubbish free playing games fairly means everyone enjoys the game | <ul style="list-style-type: none"> the playground is a shared space wearing a school hat protects me from the sun playground equipment is fun, but can be dangerous if it is not used properly we all have a part to play in keeping our playground tidy and rubbish free playing games fairly means everyone enjoys the game | <ul style="list-style-type: none"> the playground is a shared space wearing a school hat protects me from the sun playground equipment is fun, but can be dangerous if it is not used properly we all have a part to play in keeping our playground tidy and rubbish free playing games fairly means everyone enjoys the game | <ul style="list-style-type: none"> Bus lines in a shared place Follow instructions and expectations keeps me safe from transport and injury we all have a part to play in keeping our playground tidy and rubbish free |

| | Bike Rack | Friendship Table | Office | Infants Cola | On The Bus |
|------------------------|--|--|--|--|---|
| |  |  |  |  |  |
| Respect | <ul style="list-style-type: none"> Be aware and courteous of pedestrians | <ul style="list-style-type: none"> Say yes to the first person who asks to play | <ul style="list-style-type: none"> Use your manners | <ul style="list-style-type: none"> K-2 Area | <ul style="list-style-type: none"> Be kind |
| Responsibility | <ul style="list-style-type: none"> Wear a helmet Walk your bike in school grounds | <ul style="list-style-type: none"> When you see a friend ask them to play | <ul style="list-style-type: none"> Quiet area Line up | <ul style="list-style-type: none"> Play safely Walk on concrete Ball games on grass | <ul style="list-style-type: none"> Follow the driver's instructions Stay in your seat |
| Personal Best | <ul style="list-style-type: none"> Ride safely | <ul style="list-style-type: none"> Play with another person sitting at the table | <ul style="list-style-type: none"> Wait patiently | <ul style="list-style-type: none"> Move quickly to lines on bell | <ul style="list-style-type: none"> Show personal best at all times |
| Teaching Points | <ul style="list-style-type: none"> The bike rack is a shared space It is important to lock your things up if possible Walking out with our mode of travel ensures that everyone, including pedestrians are safe It is a busy time when arriving and leaving so we need to be careful | <ul style="list-style-type: none"> Friendship table is for people who want someone to play with Students need to feel safe and supported when going to the area Use manners and encourages others to join | <ul style="list-style-type: none"> the office is a busy place in the morning and afternoon it is important to wait patiently to be served using manners (please and thank you) shows respect towards other people | <ul style="list-style-type: none"> the playground is a shared space wearing a school hat protects me from the sun playground equipment is fun, but can be dangerous if it is not used properly we all have a part to play in keeping our playground tidy and rubbish free playing games fairly means everyone enjoys the game | <ul style="list-style-type: none"> Bus lines in a shared place Follow instructions and expectations keeps me safe on the bus and free from injury we all have a part to play in keeping our playground tidy and rubbish free |

Out of Bounds Areas and Playground

All students of Rutherford Public School are expected to stay in the inbound areas at the appropriate times of the day E.g. Lunchtime and Recess, in accordance to the schools supervision policy.



Consistent Classroom Management

All classrooms at Rutherford Public School will operate a level system. This system aims to promote a positive and safe environment for all students.

Level system explanation:

| Level | Comments Questions/ Directions | Consequences |
|------------------------------------|--|---|
| You're on Fire! (Webby) | <p style="text-align: center;">STUDENT RECEIVES A WEBBY</p> <p><u>Possible prompts:</u></p> <ul style="list-style-type: none"> ● Great Work! ● Well done! ● You are showing Respect/Responsibility/Personal Best | <ul style="list-style-type: none"> ● Webby ● 10 Webbies = Pick from win bin |
| Positive Behaviour | <p style="text-align: center;">STUDENTS START ON THIS LEVEL AT THE BEGINNING OF EACH SESSION</p> <p><u>Possible prompts:</u></p> <ul style="list-style-type: none"> ● Great work - you are staying on task! | <ul style="list-style-type: none"> ● Rewards- praise, stickers, awards ● Choices in learning ● Feeling good ● Having friends ● Enjoying school |
| Think 1 | <p style="text-align: center;">Behaviour NOT showing Respect/Responsibility/Personal Best</p> <p style="text-align: center;"><u>Visual warning</u></p> <p><u>Possible prompts:</u></p> <ul style="list-style-type: none"> ● What is your job? ● Do you need to change your behaviour/thinking? ● Are you interrupting the learning of others? ● What are you choosing to do? | <ul style="list-style-type: none"> ● Monitoring ● Redirecting ● Reminder of 5 Webland Ways |
| Think 2 | <p style="text-align: center;">Behaviour NOT showing Respect/Responsibility/Personal Best</p> <p><u>Possible prompts:</u></p> <ul style="list-style-type: none"> ● What is your job? ● Do you need help? ● What are you seeking? ● Are you choosing time out? | <ul style="list-style-type: none"> ● Monitoring ● Redirecting/ discussion ● In class timeout – Think Sheet ● Possible recess/lunchtime discussion ● Contact parent/carer |
| Time Out | <p style="text-align: center;">Behaviour NOT showing Respect/Responsibility/Personal Best</p> <p>Student is directed to have time out in buddy class. Teacher writes out "time out slip"- Student returns to room after time out.</p> <p><u>Possible prompts:</u></p> <ul style="list-style-type: none"> ● You are choosing inappropriate behaviour. ● You do not have the right to do that. ● Move to time out (buddy class) ● Thank you for taking time out - let's get back to work. | <ul style="list-style-type: none"> ● Behaviour Recorded on form (Compulsory) ● Time out in buddy class ● Possible Lunchtime discussion/plan with teacher ● Parents informed ● Loss of rewards ● Possible- Tier 2 Intervention |
| EXIT | <p style="text-align: center;">Behaviour NOT showing Respect/Responsibility/Personal Best</p> <p>Students who continue to not show respect, responsibility or personal best are removed from the class for the remainder of the day.</p> <p><u>Possible prompts:</u></p> <ul style="list-style-type: none"> ● Please wait quietly whilst another teacher is called to remove you from the classroom | <ul style="list-style-type: none"> ● Removal from class by executive (Compulsory) ● Recording of behaviour - form ● Parents informed ● Possible Suspension/loss of rewards and privileges ● Possible recess/lunchtime withdrawal |

☆TEACHERS MAY MOVE STRAIGHT TO TIME OUT/EXIT (FORM NEEDED) IF THERE IS A SERIOUS INCIDENT OR BEHAVIOUR.☆ALL STUDENTS TO START EACH **Session** ON THE Positive Behaviour LEVEL.

Rutherford Public School Time Out Sheet



Time Out Sheet



Name: _____ **Date:** _____ **Class:** _____

Time out needed in buddy class : 10mins 15mins 20mins 30mins (with work)

Class teacher signed: _____ **Time Left classroom:** _____

Buddy teacher signed: _____ **Time left buddy classroom:** _____

Comments: _____


Respect
At Rutherford Public School we:

- follow instructions
- have good manners
- encourage others




Responsibility
At Rutherford Public School we:

- are organised
- are always safe
- own our choices
- allow others to learn and play








Personal Best
At Rutherford Public School we:

- always strive to do quality work
- are learners
- always strive to do our best



I was placed on Time Out because: _____

I was feeling :      **another Feeling** _____


happy mad sad frustrated confused _____

Because : _____

When I return to class I will ... _____


Which of the 'Weblands Ways' do I need to improve upon:

I can work quietly.




Follow the Webland Way

I can follow instructions.




Follow the Webland Way

I can control what I do and say.




Follow the Webland Way

I can raise my hand and wait.



Follow the Webland Way

I can listen.



Follow the Webland Way

My teacher will listen and talk to me when I am calm and ready

Tier 2 Intervention Program

Schools are responsible for supporting students to develop both academic and social behaviours and skills. We teach all students our academic curriculum to address Stage level outcomes. We teach all students to be Responsible, Respectful learners who strive for Personal Best in all areas of their learning, in all settings. These are our Tier 1 universals that we teach, practice and recognise every day to help create a predictable and preventable positive learning environment.

At times some students do not respond to Tier 1 universal academic and behavioural instruction. Students who need additional support may display behaviours externally or of equal concern, are students who internalise the stress of school and home.

The aim of Tier 2 is to:

1. Prevent the development or decrease the frequency and intensity of students' problem behaviours.
2. Provide standardised interventions that effectively support students but do not require the need to develop individualised behaviour plans.

Students who are eligible for the Tier 2 intervention are referred by the classroom teacher and/or executive/principal. Data, including orange and red referral forms, provides information that informs students' suitability to Tier 2 interventions.

If a student is eligible, the following processes must occur:

1. Classroom teacher contacts the parents/ carer of student to discuss areas of concern and notifies parent of Tier 2 intervention.
2. Classroom teacher and Stage AP discuss student's behaviour and strategies that could be used for student.-consultation with LST and LAST should be considered.
3. An ERASE (Appendix 1) is completed by the classroom teacher with the student (and parent if appropriate) detailing behaviour of concern, possible reasons for behaviour, appropriate behaviour expected, supports needed and an evaluation of ERASE.
4. Students placed on check- up card (Appendix 2) to monitor goal set by classroom teacher and student.
5. After negotiated time frame, data reviewed on student with classroom teacher and meeting held with parent/carer to discuss progress.

ERASE form (Appendix 1)

RUTHERFORD Public School- TIER 2 INTERVENTION – ERASE TASK

BEHAVIOUR of concern:
CLASS / YEAR / GROUP: _____
AREA: _____
TIME: _____

EXPLAIN:

REASON:

APPROPRIATE:

SUPPORTS:

EVALUATION:

RESPECT RESPONSIBILITY EXCELLENCE

Monitoring card (Appendix 2)


The Monitoring card is a Tier 2 intervention, designed for students whose behaviours:

- are unresponsive to Tier 1 practices and systems
- do not require more immediate individualised plans
- are observed across multiple settings or contexts.


The monitoring card is used to monitor student progress and positively reinforce (with negotiated reward) expected and appropriate behaviour.

Students who are eligible for Tier 2 intervention, are placed on the monitoring card, a support card to help improve positive and promote behaviours. Students negotiate a goal and a reward with the classroom teacher and executive. The time frame a student is on the Monitoring card is reviewed by the classroom teacher, parent/carer and the Learning Support Team/ Tier 2 team.


Monitoring Cards



Personal Best
At Rutherford Public School we:
 always strive to do our best
 always strive to do our best
 always strive to do our best



Respect
At Rutherford Public School we:
 follow instructions
 have good manners
 encourage others



Responsibility
At Rutherford Public School we:
 am organised
 am always with my school bag
 take my choices
 allow others to learn and play

In-Class Monitoring Card

Student _____ Date _____

Session 1

Comments _____

Score 0 1 2 3 4 5 6 7 8 9 10

Session 2

Comments _____


Score 0 1 2 3 4 5 6 7 8 9 10


Session 3

Comments _____


Score 0 1 2 3 4 5 6 7 8 9 10

/30






Personal Best
At Rutherford Public School we:
 always strive to do our best
 always strive to do our best
 always strive to do our best



Respect
At Rutherford Public School we:
 follow instructions
 have good manners
 encourage others



Responsibility
At Rutherford Public School we:
 am organised
 am always with my school bag
 take my choices
 allow others to learn and play

CHECK IN CARD – PRIMARY

NAME: _____ CLASS: _____ WEEK: _____

WEEKLY GOAL: _____

If I need to talk to someone I will talk to: _____

1= NO EFFORT 2= MINIMAL EFFORT
3=SOME EFFORT 4=SATISFACTORY EFFORT 5= CONSISTENT EFFORT

| SESSION | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Before School | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ |
| Morning in Class | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ |
| Lunch | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ |
| Middle Session in class | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ |
| Recess | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ |
| Afternoon Session in class | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ | 1 2 3 4 5 Sig: _____ |
| TOTALS: | | | | | |
| Student Signature | | | | | |

STUDENT REFLECTION:

GOOD POINTS:

AREAS THAT I COULD IMPROVE:

Excursions or other outside school activities (Including sporting events)

All events occurring within the auspices of the school, including excursions, sporting and cultural events, are governed by the school's discipline policy and code of conduct. Unacceptable behaviour will be recorded in accordance with all other behaviour records. Consequences for unacceptable behaviour during outside of school activities will depend upon the circumstances involved.

Consequences

While this policy is founded upon a counselling environment for the management of behaviour emphasising skills and understandings in problem solving, decision making, communication and personal responsibility, consequences remain an important feature of the discipline strategy at Rutherford Public School.

Over and above the systems outlined in the policy, the school may choose to impose consequences which either seek restitution (such as repairing damage), withhold privileges, restrict playing areas or completely remove students from the playground or classroom for a specified period.

Where a student has persistently breached the code of conduct of behaviour or misbehaved in such a way that his or her conduct may be deemed to present a threat to the safety and welfare of others, the school may choose to exercise its discretionary powers by excluding the student from excursions, class outings, sporting events, inter-school competitions, visiting performances, class parties, discos, Year 6 farewell and picnic days.

In such cases, the student will be warned that such an action is being considered and the student's parents will be advised in writing that such a warning has been given and the reasons supporting such considerations.

Communicating with Parents

Parents will be formally notified in cases where:

- a student has repeatedly breached classroom or playground behaviour standards and has been directed to write plans for improvement
- exclusion from outside of school activities (all school based activities such as excursions, camps, inter-school sport or other competitions, and visiting performances) is being considered
- serious breaches of school rules/code of conduct have occurred. Parents will be informed of the actions being taken by the school to address these issues and consequences of any further breaches. In the case of violent behaviour, threats of violence, or persistent disobedience, parents will be notified immediately and issued with a copy of “**Procedures for the Suspension and Expulsion of School Students**” (DET 2011) and advised of intended action by the school
- suspension or expulsion is being considered by the school
- suspension or expulsion is being enacted, including details as outlined in the suspension section of this policy

Student Health and Medication

Students requiring ongoing medical attention and/or medication will have an individual health plan prepared by their parents/carer, their doctor and the school.

Asthma puffers are the only medication that students are allowed to have in their possession. Some students may be allowed to carry other medications as part of a health care plan. Such health care plans must be developed in consultation with the Principal and parents/guardian.

Where a short term medical condition requires treatment at school, the parents must complete a **“REQUEST FOR SUPPORT AT SCHOOL OF A STUDENT’S HEALTH CONDITION”** form-available from the office.

From time to time students may be sent from class to the school office due to illness. The Principal and/or office staff will assess student needs and notify parents should collection be necessary. Parents are asked to keep emergency contact phone numbers up to date to avoid collection problems and distress to the child.

More specific information on student health can be found in the school’s health policy and the DET website: <https://det.nsw.edu.au>

School Attendance

The law in NSW (Education Act 1990) states that all children between the ages of six and fifteen years are required to attend school regularly. It is the responsibility of parents or caregivers to make sure that their children attend school every day. Children may be absent from school due to illness, injury, a special religious ceremony, infectious diseases (e.g. chicken pox, mumps or measles) or if there is a serious family situation which requires student involvement.

Please do not keep your child away from school for: birthdays, pension day, minding other children, hair cuts and/or interpreting for other family members.

Families should try to arrange holidays during school vacation periods. If you can only arrange your family holiday during school time, you should inform the school principal in advance and request permission for your child to be absent.

Parents must notify the school of the reasons for a child’s absence- either by phoning the school or completing a written note on the day of the child’s return to school.

Attendance is monitored closely through a central roll system and students with unsatisfactory attendance may be referred to the district Home School Liaison officer.

Dress Code

The wearing of the school uniform has the support of the Parents and Citizens Association, Student Council and the broader parent body.

All students must wear their uniform to school each day unless notification is given for special “out of uniform days”. Parents of students who are regularly out of uniform may be contacted to discuss the dress code. The school’s uniform can be purchased at Lowes Maitland. It can also be purchased on the Lowes Maitland website. The school offers a second hand clothing pool of well cared for, good condition uniforms. Parents experiencing difficulty in providing uniforms should contact the Principal.

Hats
Students are required to wear a school hat. It is school policy that children wear a hat to school to prevent skin cancer. Students without a hat must stay under the covered play area.

Girls Summer Uniform



Summer Option 1

- ★ School Polo Shirt
- ★ Maroon cotton shorts, shorts, skirt
- ★ White Socks with Black Shoes

★ Available from the Office

Hats

- ★ Embroidered Hat
- ★ Plain broad-brimmed or bucket hat

★ Available from Lowes Maitland

Summer Option 2

- Tunic - Maroon and White Check
- ★ White Socks with Black Shoes

Boys Summer Uniform



Summer Uniform

- ★ School Polo
- ★ Grey cotton drill shorts
- ★ Black Shoes with Grey Socks

Hats

- ★ Embroidered Hat
- ★ Plain broad-brimmed or bucket hat

Girls Winter Uniform



Winter Option 1

- ★ School Polo Shirt
- ★ Maroon Cotton Drill Slacks or tracksuit pants
- ★ Maroon Stockings or White socks with Black Shoes

Hats

- ★ Embroidered Hat
- ★ Plain broad-brimmed or bucket hat


Winter Option 2

- ★ Pinafore - Maroon & White Check
- ★ White Socks with Black Shoes

Jackets & Jumpers

- ★ Maroon V-Neck jumper
- ★ Zip-front jacket
- ★ Track jacket

Boys Winter Uniform



Winter Uniform

- ★ School Polo
- ★ Grey Cotton Drill Slacks or Maroon Tracksuit pants
- ★ Black Shoes with Grey Socks

Hats

- ★ Embroidered Hat
- ★ Plain broad-brimmed or bucket hat

Jackets & Jumpers

- ★ Maroon V-Neck jumper
- ★ Zip-front jacket
- ★ Track jacket



Girls' School Uniform



Boys' School Uniform



Homework

Homework is a valuable part of schooling. It allows for practising, extending and consolidation of work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information sources. Additionally it establishes habits of study, concentration and self-discipline. Class teachers will assign homework regularly to support and consolidate classroom learning. Parents play an important role in supporting their child in the development of important learning and concepts.

Home Reading Program

Reading is the single most important skill the child will learn at school and while many children have developed reading skills, further development depends on using these skills regularly.

Parents are asked complete a home reading record of the student's reading each night. Parents are asked to sign for each night the child reads (holiday periods and weekends can be included). The time spent reading each night will depend on the age of the student, other homework tasks and family schedules.

Awards will be provided:

25 nights - 25 reading sessions - class certificate.

50 nights - 50 reading sessions – certificate presented at

assembly 75 nights - 75 reading sessions - class certificate.

100 nights - 100 reading sessions - A large certificate presented at

assembly 125 nights - 125 reading sessions - class certificate.

150 nights - 150 reading sessions – certificate presented at

assembly 175 nights - 175 reading sessions - class certificate.

200 nights - 200 reading sessions - A large certificate is presented at assembly and a book is presented at Presentation Day.



Suspension Procedures

These procedures should be read in conjunction with the current DET policy)

See: "DET Suspensions and Expulsions Policy 2011" <https://www.det.nsw.edu.au/policies>

INTRODUCTION

- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination.
- There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.
- In such cases of unacceptable behaviour, parents should not be asked to keep students at home without the formal imposition of a suspension unless this is for the remainder of a school day as part of an approved behaviour management program.
- In implementing these procedures, the principal must ensure that no student is discriminated against on any of the following grounds:
 - race, including colour, nationality, descent, and ethnic, ethno-religious or national origin
 - sex
 - marital status
 - disability, including HIV/AIDS
 - homosexuality
 - transgender, or
 - age.
- The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students.
- Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the government school system will work with parents with a view to assisting a suspended student to rejoin the school community as quickly as possible.
- Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer (ACLO) or support teacher behaviour (STB). In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff. For the majority of students, suspension allows time for the student to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future.
- The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognised as having two essential elements. These are:
 - the right to be heard, and
 - the right of a person to a fair and impartial decision.
- These procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities. They can also apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. This includes the use by a student of social networking sites, mobile phones and/or other technology to threaten, bully or harass another student or a departmental staff member for school related issues.

SUSPENSION

General Principles

- In determining whether a student's misbehaviour is serious enough to warrant suspension, the principal will consider the safety, care and welfare of the student, staff and other students.
- Before a suspension is imposed, with the exception of the cases outlined in dot point 4 below or other serious instances of misbehaviour that impact on the safety or welfare of students or staff, the principal will ensure that appropriate school student welfare strategies and discipline options have been applied and documented
- In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff.
- When consideration has been given to factors such as age, disability and developmental level of students (amongst others), principals must suspend immediately and consistently with these procedures, any student who:

- * **is physically violent: Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and well being of others is to be suspended immediately.**
- * **is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause).**
- * **uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.**
- * **engages in serious criminal behaviour related to the school.**

- Schools should ensure that in meetings with school personnel, in cases where communication difficulties arise due to a lack of understanding of English, parents have access to the use of an on-site or telephone interpreter and receive translated letters notifying of suspension or expulsion. Consideration may also need to be given to cultural issues and the intellectual capacity of the parent to understand what is occurring and what is being said. For details on arranging an on-site or telephone interpreter, refer to: <http://www.schools.nsw.edu.au/adminsupport/intertranslate.php>

- In all cases of suspension:

- * a formal disciplinary interview must be held with the student prior to making the decision to impose a short suspension. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s).

The key features of the interview must be taken down in writing

- * a suspension resolution meeting must be convened by the principal at the earliest opportunity .The principal, in conjunction with the parents, should utilise the school, regional and other available resources in seeking a means of assisting the student to modify his or her behaviour.
- * Should parents require a support person in order to participate fully in the suspension resolution or expulsion meeting, a person acceptable to both the parents and the principal may be involved, e.g. a member of the local Aboriginal Education Consultative Group (AECG) or disability worker. The responsibility for organising a support person rests with the student or parents.

b. Short Suspension

- In cases where a range of appropriate student welfare and discipline strategies have been implemented and been unsuccessful in resolving the inappropriate behaviour or the principal determines the behaviour of the student is of a type that warrants immediate suspension, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- 1. Continued Disobedience. This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other**

students; use of alcohol or repeated use of tobacco.

2. **Aggressive Behaviour.** This includes, but is not limited to hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse, and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

c. Long Suspension

- If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 20 school days. In determining if a student's behaviour is serious enough to warrant a long suspension the principal must consider:
 - the safety of students and staff
 - the merit and circumstances of the particular case
 - factors such as the age, individual needs, any disability and developmental level of students.
- Subject to factors outlined in the dot point above, principals will impose a long suspension for:

Physical violence: Which results in injury, or which seriously interferes with the safety or well being of other students and staff (including sexual or indecent assault).

Use or possession of a prohibited weapon, firearm or knife.

When the student:

- uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act. Prohibited weapons include laser pointers, or similar articles with a power output of more than one milliwatt. Prohibited Weapons do not include harmless children's toys such as plastic imitation guns that are clearly intended to be toys;
- uses a knife or possesses a knife (without reasonable excuse as defined by the Summary Offences Act*);
- uses or possesses a firearm of any type (including live ammunition, and replica firearms).
 - Note – "reasonable excuse" includes Kirpans carried by Sikhs for religious purposes.

Possession, supply or use of a suspected illegal substance. This does not include alcohol or tobacco, but does include supplying other students with illegal drugs or restricted substances such as prescription drugs.

Serious criminal behaviour related to the school. This includes malicious damage to property (school or community), or against the property of a fellow student or staff member on, or outside of the school premises.

- Subject to factors outlined in the first dot point in this section (section c), principals may also impose a long suspension for:

Use of an implement as a weapon. When a student uses an implement as a weapon to assault or injure another person (including use of an offensive implement, which is any implement made, or adapted to cause injury to another person).

Persistent or serious misbehaviour. This includes, but is not limited to:

- repeated refusal to follow the school discipline code;
- threatening to use a weapon in a way that might seriously interfere with the safety and wellbeing of another person;
- making credible threats against students or staff;
- behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.
- In the formal disciplinary interview, the student must be able to have an appropriate observer of their choosing present at the interview.
- The principal will not impose any more than two long suspensions on an individual student in

any twelve month period without the approval of the school education director.

- If, after two long suspensions, the matter has not been resolved other strategies must be considered including alternative educational placements, expulsion from the school or expulsion from the school with a recommendation to the Minister that the student not be re-admitted to all or any government schools.

DECIDING ON, NOTIFYING AND RESOLVING A SUSPENSION

- The decision to suspend must be taken by the principal, or in the principal's absence, the person performing the principal's role (relieving principal).
- A student will not be sent out of the school before the end of the school day without notification being made to their parents and, if necessary, agreement reached about arrangements for the collection of the child from school.
- Notification of suspension must be made to the parents in writing within 24 hours following immediate verbal notification.
- The principal must convene a suspension resolution meeting of personnel involved in the welfare and guidance of the student, including the parents, to discuss the basis on which the suspension will be resolved.
- If parents are unable or unwilling to attend a suspension resolution meeting, the principal should consider the individual merits of the case and attempt to ensure that the student is back at school on or before the concluding date of the suspension period.
- Where a student is returning from suspension following an incident that involved violence or weapons, the principal must undertake a risk assessment in order to assess whether the return of the student will pose a risk to staff, students or other persons. This should be completed before the final day for resolution of the suspension.
- When a student is returning from suspension, they may be placed on Tier 2 Intervention after an ERASE form is completed by the principal and/or executive. This will be up the discretion of the Principal and dependent on the student's behaviour. The student may also use a behaviour monitoring card (Check up card) for a negotiated timeframe.
- The student should not be re-admitted to the school until the issues identified in the risk assessment have been addressed. If the issues cannot be addressed before the final day of the suspension, the principal must refer the matter to the school education director who will consider a range of measures to resolve the issues. While this is occurring it may be necessary to impose a second long suspension.

EXPULSION

a. General Principles

- In serious circumstances of misbehaviour the principal may expel a student of any age from their school. The principal may also expel a student who is over 17 years of age for unsatisfactory participation in learning.
- In all cases where expulsion is being considered the principal must:
- notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action
- organise an interpreter or cultural assistance and/or translated documents, or other assistance for disability issues as appropriate, in order to allow parents to participate fully in the process
- obtain and consider a report from the learning support team or school counsellor, as appropriate, that includes recommendations for further action
- provide the parents with a copy of all documentation on which the consideration of expulsion is based
- allow seven school days for students and parents to respond
- consider any response from the student and parents before proceeding further
- discuss with the student and the parents the implications of expulsion and provide information relating to the right to, and process for, an appeal.

b. Expulsion from a Particular School for Misbehaviour

- When considering expelling a student for misbehaviour, the principal must:
 - ensure, except as a result of a most serious incident, that all appropriate student welfare and discipline strategies have been implemented and documented
 - convene a formal disciplinary interview with the student. Principals must ensure that the student is given explicit information about the nature of the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The student must also be able to have an appropriate observer of their choosing present at the interview. For very young students or students with certain disabilities it may be advisable to have a parent present at the meeting
 - place the student on a long suspension pending the outcome of the decision making.
- Having reached a decision to expel a student from the school, the principal will:
 - inform the student and the parents in writing. This formal advice should also restate the right to appeal the decision
 - arrange, within 10 school days, and with support from regional staff, an alternative educational placement appropriate to the needs of the student.
- If a suitable alternative cannot be arranged the principal must refer the issue to the school education director for resolution.
- In the resolution process the school education director may consider a range of options including:
 - directing, with approval from the regional director, the re-admittance of the student to the school, subject to strict disciplinary arrangements as necessary to ensure the safety and welfare of the student, other students and staff
 - placement in an alternative education setting
 - enrolment in TAFE
 - participation in other education or training approved by the Minister
 - enrolment in distance education, or
 - recommending to the regional director that another school be directed to enrol the student (subject to any issues that may have been identified by a risk assessment, having been addressed).
- In the majority of cases, expulsion from a particular school for misbehaviour will be finalised within the 20 school day period of a long suspension. In the unlikely event that this cannot be achieved, a second long suspension may be imposed provided approval is given by the school education director.
- If the student's behaviour has been so extreme that a suitable alternative placement cannot be found, the school education director in consultation with the principal, may forward a submission to the Director-General, through the regional director and the Deputy Director General (Schools), recommending to the Minister that the student who has been expelled for misbehaviour not be re-admitted to all or any government schools.

c. Expulsion from a Particular School of a Student over 17 Years of Age for Unsatisfactory Participation in Learning

- This will generally be where a student has failed to apply themselves with diligence and sustained effort to set tasks and experiences and the lack of application is impacting on the good order of the school and learning of other students.
- Prior to giving consideration to expulsion the student must receive at least one formal written warning that such action is being contemplated. A program of improvement should be developed in conjunction with the student to assist them to improve their participation in learning. The student must also be provided with a reasonable period in which to demonstrate improvement.
- When considering expulsion in these circumstances, the principal will notify the student and the parents, in writing, that expulsion from the school is being considered, giving reasons for the possible action. There is no necessity to place the student on long suspension pending the decision making process in these circumstances.
- Having reached the decision to expel the student from the school the principal will inform the student and the parents in writing. This formal advice should also restate the right to appeal

the decision.

- The arrangement of an alternative placement is the responsibility of the student and the student's parents. Advice for students and parents in these circumstances is available from the appropriate regional office.

APPEALS

- Students and parents may appeal if they consider that correct procedures have not been followed, and/or that an unfair decision has been reached.
- Some students or parents will require assistance in lodging an appeal. Students or parents requiring assistance should be referred in the first instance to the regional office. Regional office personnel should identify appropriate support people for the student or parents if this type of assistance is requested. Appeals can be made to:
 1. The school education director about the imposition of a suspension or a decision to expel a student from a particular school.
 2. The regional director where a school education director has been so involved in a decision to suspend or expel a student from a particular school as to prevent him or her, on the grounds of procedural fairness, from deciding an appeal.
 3. The regional director about the decision of a school education director to decline an appeal relating to a suspension or an expulsion from a particular school.
- The school education director or regional director will:
 - deal with the appeal within 20 school days of its lodgement
 - ensure that communication lines are maintained with the person(s) making the appeal and that they are kept aware of the progress of the appeal
 - review all relevant material
 - ensure that appropriate material has been made available to the student and his or her parents
 - discuss relevant issues with the person(s) making the appeal and any other parties, as appropriate
 - advise all the parties of the decision and the specific reasons for reaching the decision.

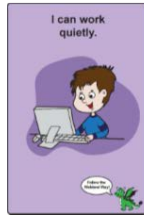
Where an appeal or a component of an appeal is upheld, the person determining the appeal will decide what further action is to be taken. Further action will be determined by the findings of the appeal.

- The fact that an appeal has been lodged does not put on hold the principal's decision to suspend or suspend prior to expulsion from a particular school.

NOTE: In these procedures, the term "parent" or "parents" includes any person or persons having the custody or care or a c

Rutherford Public School-Welfare Referral Sheet

Sentral Incident Number



Sentral Entry by

Date: _____ **Student:** _____ **Class:** _____

Staff member writing referral: _____ **Referral passed on to:** _____

| Incident Type <small>(1 only-Please indicate most serious)</small> | ✓ | Time | ✓ | Location of incident | ✓ |
|---|---|---------------|---|------------------------|---|
| Physical violence to student | | Before School | | Classroom | |
| Physical violence to staff | | 9:10-9:40 | | Non-classroom settings | |
| Dangerous Behaviour-leaving/running | | 9:40-10:10 | | Assembly Quad | |
| Dangerous Behaviour-throwing items | | 10:10-10:40 | | Basketball Court | |
| Dangerous Behaviour-property damage | | 10:40-11:15 | | Bus | |
| Dangerous Behaviour-property misuse | | Lunch Eating | | Canteen | |
| Dangerous Behaviour-climbing | | Lunch | | COLA - Infants | |
| Power Struggle | | 11:55-12:25 | | COLA – near canteen | |
| Negative Attitude | | 12:25-12:55 | | Covered Walkways | |
| Sexualised Behaviour | | 12:55-1:25 | | Excursion | |
| Racism | | 1:25-1:50 | | Gates- Top gate | |
| Insolence | | Recess Eating | | Gates- Lower gates | |
| Homophobic | | Recess | | Gates - Car park | |
| Inappropriate Language-general swearing | | 2:25-3:10 | | Garden Area | |
| Off Task | | After School | | Hall | |
| Distracting Others | | Bus | | Handball court | |
| No Effort of Attempt | | | | Home-School-Home | |
| Defiance | | | | Library | |
| Inappropriate Gestures | | | | Lines to Class | |
| Refusing to Follow Instructions | | | | Office Area | |
| Verbal Threats to Staff | | | | Out of Bounds | |
| Verbal Threats to Students | | | | Oval | |
| Verbal Abuse to Staff | | | | Play Equipment | |
| Verbal Abuse to Students | | | | Toilets | |
| Cyber Bullying | | | | Other | |
| Psychological Bullying | | | | | |
| Personal Property (Stealing/Destroying) | | | | | |
| Other | | | | | |

Details of Incident

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If needed:

Parent contacted at _____(Time) On _____(Date) Parent Name:

Teacher Action (Please indicate all actions tried)

| | | | | | | | |
|----------------------------|--|---------------------|--|---------------------|--|-------------------------|--|
| Referral to 5 Webland Ways | | Move Activity | | Time Out | | AP Support | |
| Redirection | | Activity Withdrawal | | Buddy Class | | Principal Support | |
| Apology | | Defuse/Distract | | Shadow Staff | | Evacuate other Students | |
| Behaviour Plan | | Tactical Ignore | | Counsellor Referral | | Lock Down | |

Other (Please explain)

Executive Action/Recommendation

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| | Executive Signature |
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Principal's Decision (Red form only)

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| | Principal Signature |
| | |

Consequences

| | | | | | | | |
|---------------------|--|-----------------|--|---------------------|--|---------------------------|--|
| Shadow Teacher | | Phone Call Home | | Buddy Class | | Check-in/Check-check out | |
| Time with Executive | | Parent Meeting | | Withdraw Strategy | | Suspension Caution Letter | |
| Planning Room | | School Exit | | Extended Withdrawal | | Suspension | |
| | | | | Counsellor Referral | | Long Suspension | |
| | | | | | | | |

| | | | |
|---------------|--|--|--|
| Other: | | Suspension Re-entry Date and Time | |
| | | | |

You're On Fire!
(Webby Award)

Positive Behaviour

**Think 1
(verbal)**

Think 2
(Think Sheet)

Time Out

EXIT

