

# Ferncourt Public School



Information for  
Kindergarten Parents



Welcome

## Table of Contents

Absences	1
Bell Times	1
Buddies	1
Canteen	1
Change of Routine	1
Child Protection	1
Count Me In Too	2
Discipline	3
Drug Education	3
Early Departure	5
Excursions	5
Fitness	5
Gymnastics	5
Head Lice	5
Interviews	6
Late Arrival	6
Library	6
Lost Property	6
Medicines	6
P and C	8
Peer Support	8
Reporting	8
Reward System	8
School Counsellor	8
Scripture	9
Sickness / Sick Bay	10
Sport	10
Stages	10
Take Home Reading	10
Spare Clothing	11
Uniforms	11
Visitors	11
Appendix 1 - Bell Times	12
Appendix 2 - Good Discipline and Effective Learning Policy	13

## Absences

If your child is unable to attend school for any reason you are required by law to provide an explanation for your child's absence. A note from you on your child's return to school stating the date/s and reason for their absence is appropriate. A phone call from you informing us of your child's absence is also acceptable. If there is no satisfactory explanation for your child's absence you will receive a letter from the school. Continual unexplained absences can be investigated by the Home / School Liaison Officer of the Department of Education and Training.

## Bell Times

For the comfort and well being of your child/ren, it is important that they are on time for school. This is critical in the early weeks of school when routines are being established.

Please see Appendix 1 for bell times (page 12).

Please note that school finishes at **3 p.m.** during Weeks 1 and 2 of **Term 1 only**.

## Buddies

As a way of making the transition to school a little less daunting for the Kindergarten children, during Term 1, each Kindergarten child is "buddied" with a Year 6 student. In some instances two Kindergarten children are "buddied" with a Year 6 student. The Year 6 students visit the Kindergarten children each week and share books, stories, games and enjoy lunch with their buddies. The Kindergarten children also visit the Year 6 classrooms. This interaction between both the top and bottom of the school allows the younger children to get to know older children in the school while it also allows the older children to exercise leadership and nurturing roles with the school community.

## Canteen

Ferncourt Public School canteen adheres to the Healthy Schools Policy. It operates daily for recess and lunch unless otherwise notified by note or when whole school excursions take place. A price list is displayed in the canteen. Please ensure that your child's lunch order is clearly marked with their name and class and ordered **before school** in the morning.

## Change of Routine

Inside each of the Kindergarten rooms there is a clipboard that contains a Change of Routine form.

If for any reason the pick up routine of your child is changed, please ensure that, even though you may have told your child/ren's teacher, you make an entry on this page. This is particularly important in Terms 1 and 2 when everything is new and routines are being established.

## Child Protection

Child Protection is a mandatory Department of Education and Training syllabus. Teachers are trained in the delivery of the specifically written syllabus to students. Specific Child Protection lessons are undertaken in Term 2 and 3 each year.

Please be aware that we will be talking about body parts and the correct names for them.

Following is an outline of the areas covered in Kindergarten.

### Recognising Abuse

- Protection - *"I can be hurt. When hurt is not accidental it is called abuse. Child protection is being safe from harm or danger. When someone is hurt or put in danger and it is not accidental, we call it abuse."*
- Body Parts - *"Some parts of my body are private. As I grow older it is not OK for others to touch the private parts of my body unless I am ill, injured or need help to look after myself."*
- YES and NO feelings - *"Knowing the names for feelings can help you to understand when you need protection."*
- Warning Signals - *"My body has signals which give me messages. Some signals are warning signals."*

### Power in Relationships

- Trust - *"There are many people who care for me. I trust them because I have a relationship with them. Sometimes trust can be broken."*
- Wanted and unwanted touching - *"Some touching can be confusing. I have a right to say NO to unwanted touching."*

### Protective Strategies

- NO GO TELL - *"Safety rules can help to keep me safe. If I am in an unsafe situation I need to say NO and to GO if I can and to tell someone about it.."*
- Networks - *"Having a number of adults for my network is very important. I can use my network for help and support."*
- Standing strong, saying NO - *"When I say NO I need to use my body and say NO in a strong way."*
- TELLING persistence - *"TELLING can be hard. Sometimes people don't listen. I have to keep telling until someone listens if I'm feeling unsafe or having warning signals."*

### Count Me In Too

Count Me In Too (CMIT) is an innovative numeracy project operating across New South Wales Department of Education and Training primary schools. It is designed to assist teachers broaden their knowledge of how children learn mathematics by focusing on the strategies students use to solve arithmetic tasks.

The project aims to improve the educational outcomes in mathematics for all students through professional development of teachers. It achieves this by increasing teachers' understanding of how children develop increasingly sophisticated ways of solving arithmetical problems. The research-based learning framework used in the project provides direction for teaching and learning.

Count Me In Too uses the learning framework as a tool to assist teachers to get inside the learning process and appreciate the purpose of structured learning opportunities.

The project starts with a diagnostic interview of each student. The assessment schedule used in the project provides a range of tasks specifically designed to elicit the most efficient strategies students are capable of demonstrating.

CMIT involves a lot of fun games and activities. These activities are combined with more formal sessions in the classroom.

For more information please go to

<http://www.curriculumsupport.nsw.edu.au/maths/countmein/>

## **Discipline**

Ferncourt Public School has a Good Discipline and Effective Learning Policy which outlines steps taken to ensure discipline across the school. Please refer to **Appendix2** (page 13).

## **Drug Education**

Children learn about drugs like medicines, alcohol and tobacco from their families and the community in which they live. They learn how their parents, brothers and sisters, friends and relatives treat these drugs by watching what they do and listening to what they say. Young children also learn about drugs from television programs and magazines that they see in their own homes in the homes of relatives and friends.

School drug education programs aim to give children accurate information about drugs and drug use. Students learn safety messages about medicines and develop the skills that they need to stay safe around drugs such as tobacco and alcohol.

Ferncourt Public School acknowledges that we live in a society where drug use occurs for a variety of reasons. Drug Education is a shared responsibility between home, school and the community. Our policy involves the use of classroom programs supported by appropriate school practices and protocols. This policy operates within the framework of the *Student Welfare Policy* and the *K-6 PDHPE Syllabus and DET Guidelines for Managing Drug Related Incidents in Schools* to enhance safe school environments and provide support to students and families at risk

Drugs are found everywhere in today's society. Doctors prescribe them, hotels and tobacconists sell them and illegal drugs can be bought on the streets. Drugs can change how the mind and body works. Legal drugs include alcohol, tobacco, caffeine and medicines. Illegal drugs include marijuana, heroin, ecstasy and cocaine. Some other chemicals like petrol and glue can be inhaled by children. Although they are not drugs, they can act like drugs and do great harm.

Drug education is taught as part of the Personal Development, Health and Physical Education (PDHPE) learning area. Drug education may also be included in English, Human Society and Its Environment and Science and Technology.

In Kindergarten and Years 1 and 2 students learn:

- about medicines and the need to use them properly under the supervision of an adult
- that medicines and poisons must be stored out of reach of children
- how to contact emergency services if there is an accident in the home.

In Years 3 and 4 students learn:

- about legal drugs — how they affect the body and how they can be helpful and harmful
- examine in detail the variety of medicines that might be found in the home and responsible use
- examine the effects of tobacco on the body and ways to avoid passive smoking.

In Years 5 and 6 students:

- consolidate and extend the learning programs of Years 1 to 4
- learn about the effects of alcohol on the body
- discuss both legal and illegal drugs, including the fact that there are often restrictions on legal drugs that make their sale or use illegal. For example, it is illegal to sell alcohol and cigarettes to people under the age of 18.

At Ferncourt Public School Drug Education is taught in Terms 3 and 4.

Schools have rules about managing drug-related incidents and about the administration and storage of prescribed medicines. Parents need to know what these rules are.

Parents, as the primary educators of their children, play an important role in educating their children about drug use. Parents need to talk honestly about drug issues with their children and to listen carefully to what their children say to them. Parents are invited to discuss with the school any concerns that arise, possibly for incorporation into the school's drug education program.

The following suggested websites provide information such as facts about drugs, information for parents and links to other websites.

NSW Department of Education and Training

<http://www.det.nsw.edu.au>

Information to assist parents and students in government schools.

The NSW Office of Drug Policy

<http://www.druginfo.nsw.gov.au>

Information on drugs, programs and NSW Government initiatives. There are also links to a range of local and international sites.

NSW Health

<http://www.ceida.net.au>

Information on health education campaigns and promotions, and resources for the general community.

The National School Drug Education Strategy (NSW)

<http://www.nsdess.nsw.edu.au>

Information on NSW drug education school initiatives, policy, community and other special projects, research and reference material and a noticeboard of current and future events.

Contacts and support

If parents have concerns about drugs and drug use they can contact:

- the principal or counsellor at the school
- the local community health centre

- Alcohol and Drug Information Service  
Telephone: (02) 9331 2111 or  
Toll Free: 1800 422 599
- Aboriginal Medical Service. Ask the Aboriginal education assistant at your child's school for details
- Aboriginal Legal Service: (02) 9318 2122 advice on legal representation for Indigenous people
- Drug and Alcohol Multicultural Education Centre (DAMEC)  
Fax: (02) 9699 3131

Legal Aid Hotline: 1800 101 810 advice on legal rights for under 18s.

### **Early departure**

Parents or carers who need to collect their children early from school must first present to the Office and sign their children out. They will receive an Early Departure note which they must present to their child/ren's teacher/s. Please understand that this is for the safety of your child/ren.

### **Excursions**

Excursions are arranged by teachers to inform and complement the courses being undertaken in the classroom. Excursions are arranged with the view that all children will attend unless they are sick or other extenuating circumstances prevail. Please be aware however, that children who constantly flaunt authority and disregard school rules may not be able to attend organised excursions.

The school is aware of the many demands parents face and are conscious of the difficulties some families face from time to time. If for any reason, you find yourself in any difficulties regarding your child taking part in an excursion, please do not hesitate to talk to your child's teacher or the principal.

### **Fitness**

Fitness activities are timetabled for Tuesday and Wednesday mornings. They include power walking, aerobics, dancing, skipping and circuits.

### **Gymnastics**

All students take part in a specialist Gymnastics program each week throughout the year. These lessons incur a fee. You will be notified of the cost of the program at the beginning of each term.

### **Head Lice**

From time to time head lice infiltrate the school community. When the school is aware of an outbreak you will be notified by letter. Please ensure that you check and treat your child/ren and all the clothes, hair brushes, combs, hair ties, bed linen etc. that they have been in contact with. It is only with every person's cooperation that an outbreak can be contained.

## Interviews

The Principal and staff of Ferncourt school are very happy to speak to you about your child/ren and his/her progress but please understand that for an effective interview and accurate information to be dispersed, it is usually impossible for staff to conduct on the spot interviews as they are dealing with the class and the day to day running of the school. Please talk to the teacher and organise a time suitable for both of you so that the time you spend with your child/ren's teacher is effective. Alternatively you can call the school and organise a time through the office.

In June each year, your child will bring home their report. You will be invited then to organise a formal interview with your child/ren's teacher.

## Late Arrival

Classroom teachers mark their class roll when they go into the room each morning. Children who are not present at this time are marked absent. If your child/ren is/are late you will need to go to the office before they come to the classroom and get a Late Note to give to their teacher. Teachers record the child's arrival time on their class roll.

## Library

All children visit the library on a weekly basis. They are allowed to borrow books to take home provided they have a library bag in which to take the books home. Cloth library bags can be purchased from the office. Children can also use a heavy plastic bag. All bags need to be labeled with the child's name.

Please encourage your child to return their books weekly as they will not be permitted to borrow any books until the books they have already borrowed have been returned.

## Lost Property

Please ensure that all articles belonging to your child are labeled clearly so that they can be returned to you if they are misplaced by your child/ren.

All articles of clothing, lunch boxes etc. that are found in the school are placed inside the back door of the administration building (Block A). At regular intervals these goods are sorted and those that have names on them are returned to their owners. Unnamed goods are washed and either sold as second hand clothing or donated to charity.

## Medicines

**UNDER NO CIRCUMSTANCES ARE CHILDREN TO BRING MEDICINES TO SCHOOL IN THEIR BAGS.**

**Where possible, it is preferred that you organise your child/ren's medication so that it is not necessary that it be taken during school hours.**

If this is not possible and your child/ren need to take prescribed medicine during school hours the parent / carer **must** hand the medicine to the designated First Aid officer (School Assistant) and sign an indemnity form, permission form and any other documents necessary before the medicine can be administered at school. **Please understand that without these documents, medicines will not be administered by the school or its representatives.**

Following is part of Ferncourt Public School's Drug Education Policy. Please read it carefully. A full copy of the policy is available at the school.

### Prescribed or Medicinal Drug Use at Ferncourt Public School

#### (A) School: Roles and Responsibilities

1. School must update health records every year.
2. New enrolments throughout the year must complete health forms.
3. School will not administer non-prescribed medications to students.
4. Designated staff member to inform class teachers of a child receiving medication in their class.
5. A designated person, principal or principal appointed representative (in their absence) administers medications from an appropriate central location. Medications are preferably not stored at school over the weekend (or during holidays).
6. All medications are stored in accordance with DET guidelines in a locked central location.
7. All medications are administered and documented in accordance with DET guidelines.
8. Students and staff cooperate so that medications are taken at the appropriate time.
9. Principal will notify parent or carer if prescribed medication is not administered.

#### (B) Parents and Carers: Roles and Responsibilities

1. Parents are encouraged to arrange medication that can be administered outside school hours wherever possible.
2. Parents and carers of long term medication users will notify the school if the medication has not been taken at home.
3. Parents and carers must provide clearly marked and accurately written instructions for the administration of medications (refer appendix ii).
4. Parents and carers must sign a deed of indemnity for students receiving medication at school (refer to appendix i).
5. Parents and carers notify the school if their child has asthma medication in their possession.
6. Parents and carers ensure that children who self administer asthma medication know how to administer their medication correctly.
7. Parents and carers are to deliver all medications to the school office (except asthma puffers).
8. Parents and carers must collect any unused medications from the school at the end of each week.

#### (C) Students: Roles and Responsibilities

1. Students are not permitted to possess medication (e.g. analgesics, antibiotics, medicated throat lozenges) with the exception of asthma puffers. Children with asthma puffers will carry their medications with them at all times and use it appropriately.
2. Students are responsible for going to the office at correct times to receive prescribed medication.

*Where children suffer from Asthma and are required to use a puffer, they are permitted to carry their puffer with them.*

## **P & C**

The Parents and Citizens organisation of Ferncourt Public School is very active and meets regularly. You will be notified of meeting times and events organised by the P & C by letter.

## **Peer Support**

Peer Support takes place during Terms 1 and 2 every year. Every child in the school is organised into a colour group which includes children from Kindergarten to Year 6. Each group is led by two Year 6 students who have been trained to lead the group, under the supervision of a teacher, in fun activities that aim to develop a supportive environment across the whole school.

## **Reporting System**

The staff of Ferncourt Public School are continually assessing and tailoring their teaching/learning activities to suit the children they teach. Where they feel there may be a problem they will have no hesitation in contacting you to arrange an interview. They are also happy for you to arrange an interview to discuss any matters concerning your child/ren's progress.

In June and December each year, your child will bring home their report for the semester. Following the report in June you will be invited to arrange an interview with your child/ren's teacher to discuss their progress.

Early Stage One students i.e. Kindergarten, will be provided with a brief report on their social and emotional progress at the end of Term 1.

## **Reward System**

Children are rewarded with BUGS (a basic unit of goodness) by their teachers. These bugs will be signed (and dated often) by the teacher. Children collect the bugs and trade them for Gold Certificates during the year. It is important that they keep their bugs safe. A full explanation of this system is available in **Appendix 2** (page 15).

## **School Counsellor**

School counsellors are experienced teachers who have a degree in psychology and post-graduate qualifications in school counselling. They work with students of all ages, and their families, from pre-school to Year 12.

School counsellors work with students, parents or carers and teachers in a variety of ways. Their work includes:

- counselling students
- assisting parents or carers to make informed decisions about their child's education
- assessing students' learning and behaviour
- assisting schools to identify and address disabilities that affect students' learning
- liaising with other agencies concerned with the well-being of students.

School counsellors are members of schools' student welfare and learning support teams. With the agreement of parents or carers, school counsellors will pass on to teachers, information that will assist them to better meet the needs of their students.

Students may refer themselves to the school counsellor or may seek an interview at the suggestion of a teacher, a parent or carer, or a friend.

A student's reasons for seeing a school counsellor may include worrying about school work, conflict with friends, being in trouble at school or just feeling "down".

Parents or carers may seek advice from school counsellors about their child's school progress, educational options, including access to special education services, behaviour and for information about help available from other agencies.

Except when students refer themselves to the school counsellor, parents or carers will be involved from the outset. Their consent is required before any psychological testing is undertaken.

Whether working with students, parents or carers, or teachers, school counsellors will explain how they work, listen carefully to what is said, help clarify options and encourage informed decision-making.

### Confidentiality

School counselling is a confidential service and school counsellors will check with students, parents or carers before passing on information (such as the results of tests of learning difficulties) to others. Confidentiality will be maintained unless legal requirements, e.g. child protection legislation, override it. Nor will confidentiality be maintained where someone may suffer serious harm from information being withheld.

### Referral

**School counsellors are not at every school every day.** It is necessary for parents or carers to make an appointment by telephoning the school.

Priorities for the school counsellor's time will be determined, in consultation with the school counsellor, by the principal.

### Scripture

A basic level of religious education, called Special Religious Education (SRE) is provided in all NSW public schools.

Authorised representatives of approved religious groups are invited to the school to teach students. Currently there are more than 90 religious groups that have approval.

Students of the same denomination are taught by representatives of their religion. The content is authorised by the religious groups.

SRE is seen as an integral part of school activities, taking place in school hours and under the jurisdiction of the school. It is organised for Thursday mornings between

9.30 and 10.00 for Early Stage One and Stage One students and

10.00 to 10.30 for Stage Two and Stage Three students.

Parents/caregivers are asked to advise the school of their child's religious denomination at enrolment.

SRE is not compulsory and a child may be withdrawn from SRE classes at any time by notifying the principal in writing. Students not attending SRE will be appropriately cared for at school. This may include private study, but not timetabled lessons or scheduled school activities. Schools also provide general religious education in Human Society and Its

Environment (HSIE). These lessons explore the place of religion in society, the diversity and history of religions, and the importance of religious beliefs for particular individuals and communities.

### **Sickness / Sick Bay**

If for any reason your child is sick or injured at school, the school will administer First Aid and make a considered decision as to whether you or your representative (emergency contact) need to be contacted.

In many instances, a phone call will be made to inform you of your child's condition. You, or your representative, may be required to come to the school and pick up your child. In less serious instances your child may receive a note from the principal, your child's teacher or the designated First Aid officer to inform you that your child has presented at Sick Bay.

If for some reason your child is a continual visitor to the Sick Bay, you may be contacted by the principal, your child's teacher or the designated First Aid officer to discuss your child's health. A record of all children who present to Sick Bay is kept.

### **Sport**

Sport is timetabled for Friday morning throughout the year.

The sport program involves the teaching of skills and games as well as programs presented by trained specialists such as Dance2Bfit, Auskick, Oztag and swimming. Some of these programs incur a cost. Where this happens you will be notified so that payment can be arranged.

### **Stages**

Primary schools throughout New South Wales are organised in stages. They are as follows:

Early Stage One	-	Kindergarten
Stage One	-	Years 1 and 2
Stage Two	-	Years 3 and 4
Stage Three	-	Years 5 and 6

### **Take Home Reading**

Your child will regularly bring home a "Home Reader" for oral reading practice. Could you please spare a few minutes each night to listen to your child read these books?

When a book is finished please sign and date the "Record of Home Readers" card and return to school with the reader. Always keep the card and reader together in the plastic bag provided.

A separate booklet, *Take Home Reading - Some Tips for Parents*, outlining strategies and ideas for Take Home Reading will be provided to you.

Teachers listen to your child/ren read regularly. While listening to them read and talking to them about the book, they determine the level of reader that is appropriate for your child/ren's reading level. They will inform the child of their level and the child/ren will choose books from that level to use for Take Home Reading. Books are organised in boxes in the classrooms for your child/ren to borrow.

Take Home Readers are leveled from level 1 through to level 20-26 (also known as Launchpad). The levels after Launchpad are known as Countdown, Blast Off, Orbit and Touchdown which correspond with the School magazines which are used by the in Stages Two and Three.

As your child/ren reaches the higher levels of Take Home Reading it may be more appropriate that they read books they have at home or books they borrow from the library.

It is important that Take Home Readers are returned promptly so that the variety of books available for children to borrow is optimal. Children are also responsible for taking appropriate care of the books they borrow. Take Home Readers that are lost or damaged will need to be replaced. A letter from your child/ren's teacher will inform you of the cost of replacing a lost or damaged reader.

### **Spare Clothing**

In case of accident or sickness it may be necessary to change your child/ren's clothing. The school has small range used school clothing for these purposes. If your child needs to use of this clothing, it would be greatly appreciated if you launder and return it to school promptly.

### **Uniforms**

Uniforms are available through the P and C who regularly send home order forms. Please contact them with any questions you have regarding the purchase of uniforms.

Please **label everything** your child brings to school with their name. All lost property is collected inside the back door of the Administration building (Block A). Where possible, articles with names are returned to their owners. Goods without names are regularly collected, washed and sold as second hand uniforms or donated to charity.

### **Visitors**

All visitors to the school during school hours must present to the office where they will be signed in and given a Visitor's Badge to wear whilst they are on the school grounds. This is for the safety of your child/ren so please do not be offended if you are asked to go to the office to sign in.

## Appendix 1

### Ferncourt Public School Bell Times

Time	Purpose	Procedures
9.00	<u>Morning Playtime</u>	Supervision begins.
9.25	<u>Morning Assembly</u>	<i>All children to assemble under the COLA in Playground A.</i>
11.30	<u>Eating Bell</u>	Children eat lunch with their teacher.
11.40	<u>1<sup>st</sup> Half Lunch</u>	<i>1<sup>st</sup> Half Duty begins (Playground B and C)</i>
12.05	<u>2<sup>nd</sup> Half Lunch</u>	Duty changeover.
12.30	<u>Toilet Bell/ End of Lunch Bell</u>	<i>Children begin making their way to their lines under the COLA.</i>
2.00	<u>Recess Begins</u>	Children move to Playground A or B.
2.20	<u>End of Recess</u>	<i>Children assemble in their lines under the COLA.</i>
3.25	<u>Home Time Bell</u>	Children dismissed by teachers.

#### Variations

**Three Bells:** Wet weather roster to take effect.

**Fire Evacuation:** Continuous ring of the school bell.

**Lockdown:** Continuous short rings of the school bell.

**Lockout:** Continuous short and long rings of the school bell.

**Emergency Assembly:** Continuous long rings of the school bell.

## Appendix 2



*Ferntcourt Public School*

*"Where the Past Meets the Future"*

PREMIER ST., MARRICKVILLE NSW 2204 • ph 02 9558 3978 • fax 02 9559 3268 • email [ferncourt-p.school@det.nsw.edu.au](mailto:ferncourt-p.school@det.nsw.edu.au)

### *Good Discipline and Effective Learning Policy*

Revised - March, 2003

#### 1. The School Discipline Code / School Rules

Respect yourself and do your best at all times.

Respect learning opportunities.

Respect other people and their "bubble".

Respect school property and safety rules.

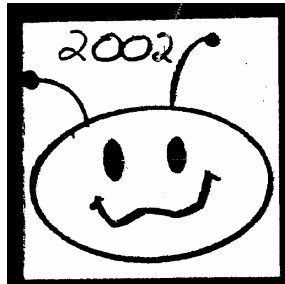
## **2. Strategies to Promote "Good Discipline and Effective Learning"**

- a. Clear and consistent School rules.
- b. Clear and consistent Class rules.
- c. Appropriate (relevant and interesting) curriculum.
- d. Development of positive teacher / student relationships.
- e. Co-operative learning experiences.
- f. Social skilling.
- g. Peer Support programs
- h. Personal Development Programs.
- i. Physical activity programs
- j. Remediation and counselling.
- k. Student Representative Council.
- l. Regular (Informal and formal) parental contact.
- m. Merit Certificates, Citizenship Awards, Sports Awards, Assemblies.

### 3. Practices to Recognise and Reinforce Student Achievement

#### B.U.G. System (Basic Unit of Goodness)

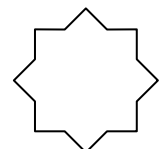
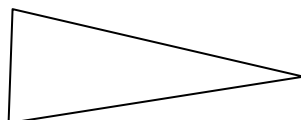
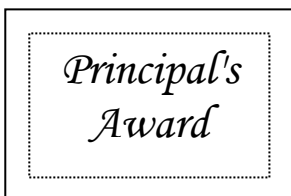
All teachers give out BUGS to recognise and reinforce student achievement.



Bugs can be traded for Gold Certificates



Gold Awards can be traded for



Principal's Awards, School Pennants, Silver Stars, Gold Stars and School Medals

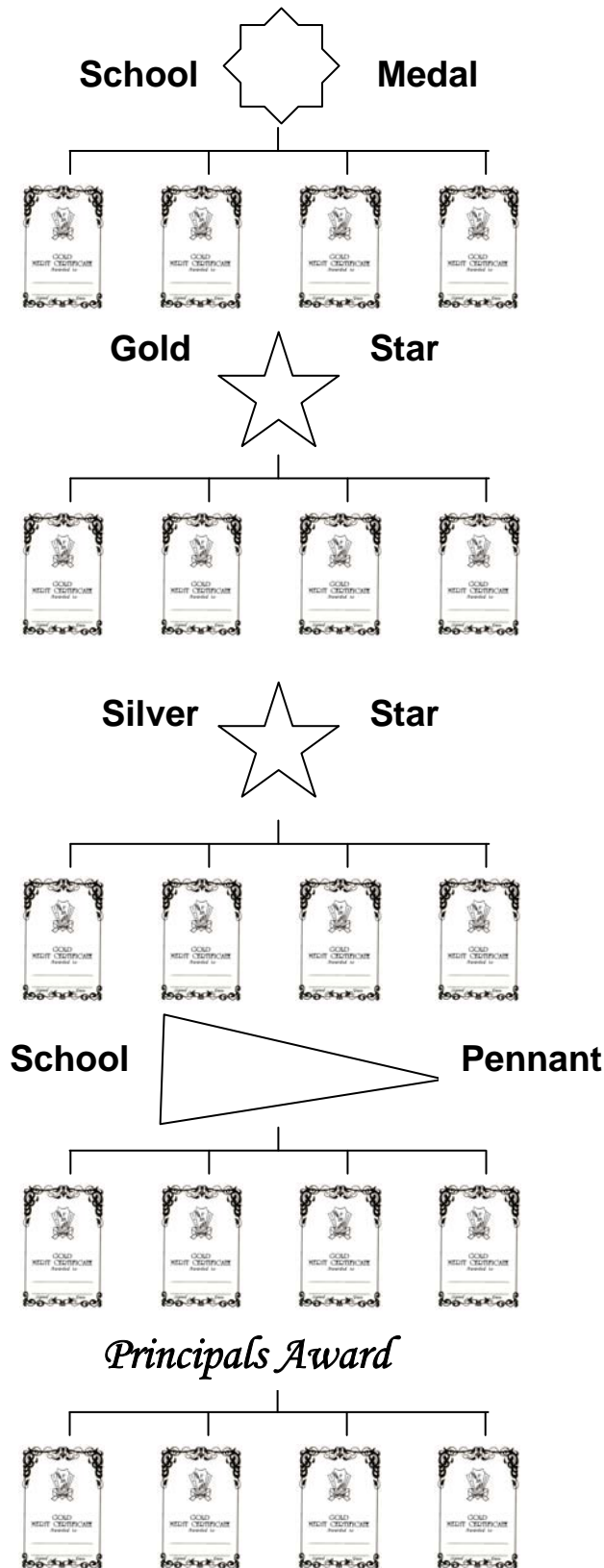
Stage 2 and 3 students can trade *Merit Awards*, *Citizenship Awards* and *Sports Awards* for Gold Awards ( a combination of four awards can be traded for a Gold Award)

**N.B. Gold Awards can also be earned for other achievements.**

**\*\*\*\*\*The collection of bugs and certificates ceases at the end of each year.\*\*\*\*\***



# Ferncourt Reward System



=

#### 4. Strategies for Dealing with Unacceptable Behaviour

Teachers will use their professional judgment when dealing with difficult situations and students.

**Level 1 - Whole school / class practices for prevention of unacceptable behaviour.**

**Whole school / class practices for commending acceptable behaviour.**

**Level 2 - Individual teacher management strategies for:**

<u>Playground</u>	<u>Classroom</u>	<u>Sport / Excursion</u>
<p>* Steps at right.</p> <p>* Playground 'Time Out' for 5-10 minutes.</p> <p>* Name recorded in Behaviour Book.</p> <p>* Three entries in Behaviour Book - Principal and Executive team manage the student and parent notification. See Appendix B - <i>Unacceptable Playground Behaviour.</i></p>	<p><b><i>A No-Put Down School</i></b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p><b>N.B. Always allow for 'take up time' and 'saving face'.</b></p> </div> <p><b>'Friendship Circle' after recess and lunch.</b></p> <ol style="list-style-type: none"> <li>1. Tactical Ignoring.</li> <li>2. Non Verbal Communication.</li> <li>3. Simple directions.</li> <li>4. Rule statements and reminders.</li> <li>5. Simple choices</li> <li>6. 1<sup>st</sup> warning.</li> <li>7. 3 warnings.</li> <li>8. In class time out.</li> <li>9. Back to Step 1.</li> <li>10. 3 more warnings</li> <li>11. Buddy Class Time Out. Teacher notifies Stage co-ordinator who meets with the teacher and student. Stage co-ordinator notifies parents or carers. Stage 3 students go down a level.</li> <li>12. Buddy Class Time Out x 3 - Stage co ordinator/ Principal notification.</li> </ol> <p>See Appendix A - <i>Dealing with Difficult Students</i></p>	<p>* Steps at left where appropriate. Time out will need to be with the teacher.</p> <p>* Time Out from Sport / Loss of Privileges.</p>

#### **Level 3 - Stage Co-ordinator Management Strategies**

For continued unacceptable behaviour

- Principal notification.
- Time Out x 3 (In class or out of class) - Parent Contact.  
(Class teacher to notify Stage Co ordinator who notifies Principal)
- Individual Behaviour Program

#### **Level 4 - Principal Management Strategies**

If Unacceptable Behaviour Continues

- Principal conference / Parent Contact.
- Individual Behaviour Program e.g. Passport System.
- Time Out from School Activities / Loss of Privileges.
- Counselor / ISTBD / DOCS referral if appropriate.

#### **Level 5 - Principal Action Strategies**

- Short Term Suspension from School
- Long Term Suspension from School
- Expulsion

## **5. Strategies for Stage 3 Students**

It was considered that senior students required additional strategies to the system outlined in this policy. The system for senior students is based on providing privileges that the younger students do not enjoy.

### **These privileges are:**

- Leadership roles e.g. Student Leader, House Captain, Library Monitor.
- Sitting on chairs at assembly (Year 6 only).
- Stage 3 students leave assembly straight after the class of the week.
- Use of the rose garden as a quiet area at lunchtimes.
- Special lunches throughout the year e.g. McDonalds, pizza.
- Fun Days at school e.g. videos, disco, cooking, art.
- Treasure Hunt.
- Fun day out (1 per term).
- Input into the choices for the fun excursion.
- Peace Garden (eating time).
- Use of playground equipment.
- Sports day.
- Use of the golf course.

All students are placed on green level. Students on **green level** maintain all the privileges of being a senior student. Students remain on green level by demonstrating a high standard of school behaviour – classroom, playground, excursions etc.



Students are placed on **yellow level** for being sent to their Time Out Buddy class by a teacher, or a serious incident in the playground, which results in their name being recorded in the Playground Book. They lose the privileges associated with being a senior student. They progress back to green level exactly one week after the incident, as long as there are no subsequent incidents during that week.



Students are placed on **red level** if there is a further incident of misbehaviour while on yellow level. They lose all of their privileges. They return to yellow level after one week if there are no further incidents, and to green level one week later.

**NB.** If all students are on green level (our aim) a special excursion is organised. Students may suggest excursion ideas.

### ***Informing Parents/Carers***

***Parents/Carers are informed by letter when their child is on yellow level.***

An interview with parents/carers about their child's behaviour will be requested if their child reaches red level.

If a student's behaviour does not improve the later steps of the **Good Discipline and Effective Learning Policy** (suspension and expulsion) may need to be invoked.

### **End of Term Reward**

Teachers and students will plan together an end of term reward. It may be an excursion/sports day/special lunch. Students may participate if:

- a) They have maintained green level all Term.
- b) They have been on yellow level once only. All students deserve a second chance.
- c) They are on green level at the time.

This reward will be a fun event to provide incentive for continued good behaviour.



## Appendix A - Dealing With Difficult Students

### Procedures

*Teachers should use their professional judgement when dealing with difficult students.*

#### In the short term

##### Three warnings in class in one day.

- Isolate the student in the classroom for a suitable period of time.
- Keep a record.
- If this becomes a regular occurrence the teacher should inform their Stage co ordinator who will then interview the student. It may also be appropriate to set up a "contract" between the teacher and the student to work on negotiated behaviours.
- Inform the Stage co ordinator.



**Include the child in the class again.**



**Three more warnings in the day.**



##### 'Time out' in buddy class.

- Teacher sending the student needs to record the child's name on their Time Out Record Sheet. Support teacher needs to inform the classroom teacher of the student's 'Time Out'.
- Stage co ordinator to interview student.
- It may be appropriate to set up a "contract" between the student, the teacher and the stage co ordinator to work on negotiated behaviours.



##### 3 x Buddy Class 'Time Out'

- Class teacher informs their Stage co ordinator and Principal who then proceed according to the Good Discipline and Effective Learning Policy.



**Good Discipline and Effective Learning Policy**

Where appropriate students will be supported by

- counsellor referral
- I.S.T.B. team.
- D.O.C.S. referral
- and / or applying for Flexible funding.

If the student refuses to leave the room to go to buddy class

- move the class from the area or classroom to isolate the student. This is especially important if the children are in danger because of violence.
- send red card to Principal with two responsible students. If the Principal is not available send to another member of the executive team who will send for support staff if needed so that he/she can leave their class and provide assistance to you.
- investigation of incidents leading up to the exclusions by the Principal or Executive team member.
- parents contacted by the Principal or a member of the Executive team. It may be appropriate that this occur immediately.

#### **In the long term**

**Behaviour Support team contacted.**



**Flexible Behaviour resources investigated.**

#### **In the Playground**

- Isolate the child. That may mean that student needs to be with you.
- Send immediately to the staff room or office for the Principal or member of the executive team.

- Remove the other students from the area if there is a danger that they may be hurt.
- Ring an intermittent bell.
- All staff and students will assemble in Playground A.



## Appendix B - Unacceptable Playground Behaviour

### Procedures

*Teachers should use their professional judgement when dealing with difficult students.*

Students who use unacceptable behaviour in the playground will be dealt with in accordance with the steps outlined in the Good Discipline and Effective Learning Policy.

The Executive team will review the Playground Book each week and track the students whose unacceptable playground behaviour has warranted their name being recorded in the book.

Where appropriate students will be supported by

- counsellor referral
- I.S.T.B. team.
- D.O.C.S. referral
- And / or applying for Flexible funding.

<u>Student Behaviour</u>	<u>The Principal and Executive team will:</u>
2x name in Playground Book	<ul style="list-style-type: none"> <li>• interview the student.</li> </ul>
3x name in the Playground Book	<ul style="list-style-type: none"> <li>• interview the student.</li> <li>• send a letter detailing the student's behaviour to the student's parents or carers who will be required to sign and return a slip to verify that they have received the letter. behaviour.</li> <li>• follow up on the return of the verification.</li> <li>• monitor the child's behaviour.</li> </ul>
5x name in the Playground Book	<ul style="list-style-type: none"> <li>• interview the student.</li> </ul>
6x name in the Playground Book	<ul style="list-style-type: none"> <li>• interview the student.</li> <li>• send a letter detailing the student's behaviour to the student's parents or carers who will be required to attend an interview with the Principal and Executive Team member to discuss the student's behaviour.</li> <li>• negotiate the student's playground behaviour expectations.</li> <li>• monitor the child's behaviour.</li> </ul>
Continued presence in the Playground Book	<ul style="list-style-type: none"> <li>• continue to monitor the student's behaviour</li> <li>• interview the student.</li> <li>• contact the student's parents or carers.</li> <li>• place the student on in-school suspension.</li> <li>• negotiate the student's return to school and the playground.</li> <li>• suspend the student from school.</li> </ul>

**N.B. In cases of extreme behaviour or critical incident, some of the steps may be omitted at the Principal's or Executive Team member's discretion**