

GLOUCESTER HIGH SCHOOL

Student Discipline Procedures

Implementation 2016
Reviewed 18/10/2018

Nothing in this document overrides the NSW DEC policies



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Rationale

This school has three priorities in respect of school discipline:

- To raise the standards of educational achievement by its students
- To provide quality education for all
- To care for the safety and wellbeing of students in its charge

Purpose

This document aims to set out discipline procedures and practices at Gloucester High School.

Implementation

Nothing in this policy overrides the DEC policies regarding student discipline.

In order that a school develops good discipline it is important that parents and community and the school develop a close partnership. This co-operation produces a productive and harmonious environment in which children can learn best.

Parent's Role

- Parents are responsible for the attendance of their children.
- Parents will develop and shape positive attitudes toward acceptable standards of behaviour and homework
- Parents assume a greater responsibility for the conduct of their children travelling to and from school.
- Parents are represented by the P&C Association and are an important part of school decision making process in regard to policy and procedures

Teacher's Role

- Teachers owe a duty of care to all students whilst they are at school or participating in school organized activities.
- Teachers will develop appropriate educational programs that meet the needs, capabilities and aspirations of each student.
- Teachers will assume responsibility for the communication to parents about the educational progress and behaviour of their students.

Student's Role

- Students are to make a sustained application to learning.
- Students need to show respect for other individuals and their property.
- Students should show respect toward teachers, fellow students and members of the community.
- Students have a responsibility to comply with all school rules.

This policy assumes that as students grow they will be encouraged to take more responsibility for their own conduct so that they achieve self-discipline.

School Agreed PBL expectations

The Positive Behaviour for Learning program and has developed 5 core expectations. They are reflected in all discipline and welfare documents.

Expectation	Descriptor
CARE	We treat others the way we would like to be treated We talk kindly to others We listen to the opinions of others We move sensibly in the classroom and around the school We take pride in our work We take care of the environment and use equipment correctly
ACHIEVEMENT	We work consistently during class time We write clearly and show pride in our work We complete all homework We strive to learn from our mistakes We revise and study before tests We appreciate and celebrate our successes
RESPECT	We treat people politely and fairly We listen to others and respect their ideas We respect the expectations of the classroom and playground We look after our own property and the property of others We wear our uniform proudly
EFFORT	We work towards our personal best We complete all class work and homework We strive for accuracy in the presentation of our work We contribute our fair share in group or team activities We embrace all opportunities given to us We take responsible risks in our learning
RESPONSIBILITY	We accept responsibility for our actions and decisions We are organised, with the correct equipment for each lesson We have our diary or timetable handy We arrive to class on time and involve ourselves in class activities We ask questions and take advice We assist others with their learning

Strategies for Promoting Good Discipline

- *Year Head Teachers* allocated to each academic year and are required regularly evaluate the discipline of their year using the welfare database and report to staff and parents.
- Students with *identified learning difficulties* will have provision of support from the Learning Support Team as the Learning and Support Teacher. Where there are diagnosed disabilities aide support may be funded.
- *Programs of learning* such as Reading Partners Program, Quick Smart, Work Placement and Life Skills provide opportunities for students with learning challenges to experience success.
- *Parent/Teacher Meetings* held throughout the year provide a forum for parents and teachers to discuss concerns about the learning and conduct of individual students.
- *The School Counsellor* is available each week to assess and counsel students with behaviour concerns that have been referred by the student's self-referral or by parents and teachers. Students may be referred by teachers, parents or self-refer.
- *Region Student Services Support Staff* will be accessed when all school based resources have been utilised or when students needs require additional resources.
- *Regular communications* to parents via newsletters meetings and letters to inform them of current discipline issues and practices.
- *Positive Behaviour for Learning Program* is utilized to train staff to develop positive relationships with students school-wide.
- School *C.A.R.E.R expectations* used to describe positive behaviour.
- *Merit System* with built in rewards and incentives to develop positive behaviours

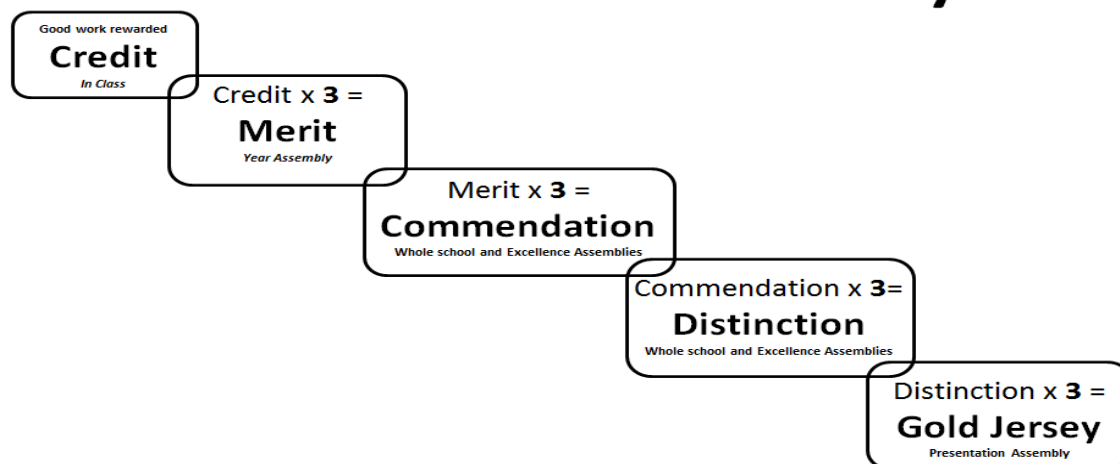
Practices for the Recognition of Student Positive Behaviour

- Students at GHS are encouraged to participate actively in their learning by a recognition system, which rewards student performance in respect of the school expectations of Care, Achievement, Respect, Effort and Responsibility. Teachers recognise the achievements of students by issuing awards called **Credits**. (Appendix 1) These credits are collated on the school Sentral System.
- Teachers take responsibility for collecting and presenting the credits each week. When a student reaches 4 credits this bundle is called a **Merit**.

(Appendix 2). Students have their merits recognised by their inclusion on Sentral. A certificate is issued to the student to recognise this achievement.

- When a student has accumulated FOUR Merits they receive a **Commendation** (Appendix 2)
- To recognise the most outstanding students in each year a **Commendation** is awarded each semester in recognition of excellent achievement. This is presented at the Excellence Assembly in terms 2 and 3.
- **Distinction Award** - When 4 Commendations have been earned a Distinction Certificate will be earned and a Distinction Award will be presented at the Annual Presentation Night.
- **Excellence Assembly** – To be held once in terms two and three. These will be run by the SRC and will highlight the excellent performances of a wide variety of academic and sporting and cultural achievements.

Positive Behaviour Reward System



Students may accumulate their awards from Year 7 through to Year 12

School Response to Unacceptable Behaviour

Point System – This system enables students to predict consequences as a result of the choices they make.

- *Each student begins the term with 10 points. All students who keep all 10 points by the end of a term get 1x Merit.=6 Credits*
- *If a student loses 3 points in a term then a letter warning parents of the student's behaviour is issued.*
- *After 5 points are lost then they are placed on an Orange Monitoring Sheet and a letter is sent home*
- *After 7 points are lost a parent interview will be requested.*
- *If a student loses all 10 points in a 40 day period then they will be suspended as persistent disobedience.*

The kinds of behaviour that lead to a deduction in the Points Scheme are listed below.

Points	Behaviour	Administration	Possible Consequences
1	<ul style="list-style-type: none"> • Argumentative • Disobedience • Disrespect • Fractional Truancy • Persistent Lack of Effort • Swearing • Uniform 	<ul style="list-style-type: none"> • Yellow Slip • Recorded on SENTRAL 	<ul style="list-style-type: none"> • Teacher directed detention/sanctions • No Bonus credits in that school term
2	<ul style="list-style-type: none"> • Dangerous behaviour • Offensive behaviour • Persistent Disruption • Truancy • Vandalism 	<ul style="list-style-type: none"> • Yellow Slip • Recorded on SENTRAL 	<ul style="list-style-type: none"> • Teacher - detentions/sanctions • No Bonus credits in that school term
3	<ul style="list-style-type: none"> • Harassment /Bullying • Smoking 	<ul style="list-style-type: none"> • Orange Monitoring Sheet • Letter Home • Recorded on SENTRAL 	<ul style="list-style-type: none"> • Head Teacher - detentions/sanctions • No Bonus credits in that school term
10	<ul style="list-style-type: none"> • Threatened or actual Violence – Fighting including verbal abuse of a teacher • Weapons • Drugs and Alcohol possession and or use • Criminal Acts • Verbal Abuse at Teacher 	<ul style="list-style-type: none"> • Orange Monitoring Sheet • Suspension Records completed by DP • School Counselor informed of need for referral • Recorded on SENTRAL • Recorded on Regional DET Suspension register EBS Central • Risk Assessment • Behaviour Plan • Seeking additional support from District Office Student Services 	<ul style="list-style-type: none"> • Short Suspension • Banned from the next social. • Written or oral Apology to staff • Return to school on an Orange Supervision sheet • Other Conditions as determined by the suspension re-entry meeting • Repeated Suspension may lead to attendance of HUB alternate learning space for a period of time

Rules of the Orange Sheet

Reasons for monitoring behaviour using the orange sheet

1. Where a student returns from suspension, to ensure that behaviour is restored.
2. Where a student has lost at least 5 points in a 40 day period.
3. Where the discipline committee recommends that the student's behaviour warrants the monitoring sheet.

Conditions for Orange Sheet

1. A student placed on an Orange Sheet must get all ticks for 5 consecutive days in all classes.
2. At the time of being placed on an Orange Sheet the Year Head Teacher will send home a letter to inform the parent of the reasons for the Orange Sheet and the student will bring back a signed slip indicating that the parent has received notification. This will also require an entry on the welfare database.
3. It is the student's responsibility every day to get their teachers to sign the sheet.
4. The student before or after roll call must submit their Orange Sheet to their Year Head Teacher. During this time students receive counseling to assist them to rectify their behaviour. Detentions are allocated to any student with a cross on the day reviewed.

If a student fails to get off the Orange Sheet in 10 school days

1. An interview will be held to establish the reasons for the student's failure to meet the requirements of the sheet and to suggest ways of improving behaviour will be examined.
2. A further 5 school days will be allocated to allow the student to demonstrate improvement.
3. If no improvement is recorded on the Orange Sheet a short suspension will result for persistent disobedience.
4. If there is some improvement then an additional 5 school days may be granted to get off the sheet. Failure to get off the sheet in this period will lead to a short suspension.
5. If a student is placed on a second Orange Sheet in a term then parents will be contacted an interview will be arranged.

Teacher's Responsibility for Classroom Discipline

Teachers are expected to use a range of teaching strategies to engage all learners. However, where the student is unresponsive to correction and fails to meet the school expectations, it is expected that students will be placed on detentions by their teacher for half of lunch to catch up school work. These detentions can involve restitution where applicable e.g. Graffiti removal/ Cleaning. Students should not be left outside classrooms unsupervised.

Detention Room 11

Teachers will conduct their own sanctions to correct student conduct. This may range from community service in the playground to completion of school work during half of lunch time. Students will be engaged in school work as directed by the teacher supervising for 20mins. Other impositions for a smaller amount of time may be imposed during recess. Where sanctions after school are imposed it must be with parental consent.

A detention room is available to facilitate prompt disciplinary action where a staff member is unable to conduct the detention. This room is supervised by the Deputy Principal. Students must be referred by a Head Teacher who makes a record in the *Detention Book*.

Faculty Head Teacher Referrals

Where a student is unresponsive to all attempts by the teacher to modify their behaviour, referrals can be made to the Head Teacher. A Sentral Incident must explain the event from both the teacher and student's points of view. (Appendix 4) At this stage, the Head Teacher after counseling may impose further detentions and/or a monitoring sheet for the teacher's classroom to provide feedback on conduct. (Appendix 4)

The Teacher can enter the incident and the Head Teacher will then attend the Friday morning Discipline review meeting.

Year Head Teachers

Each Head Teacher has the additional responsibility of overseeing discipline of students in a particular year. The main task involves working with the Year Adviser to promote a positive tone within their cohort. The Head Teacher is also responsible for intervention where a particular student is experiencing difficulties across a number of faculty areas. The Head Teacher will also monitor uniform and orange sheet distribution for students in their year.

Discipline Committee

This Committee is composed of the school executive. Each Friday morning the week's discipline referrals are reviewed by the committee and discipline strategies are determined.

Where general misconduct (loss of 5 points in 40 days) is involved, students are placed on an Orange Monitoring Sheet (Appendix 5) by their Year Head Teacher. The student is responsible for getting teachers to rate their performance in each lesson and students only complete the sheet when they can manage 5 consecutive days without a cross on the sheet. Students are required to have this sheet signed

each day by their parent and report daily to their support teacher (usually the Deputy Principal).

Where a student is experiencing difficulty in meeting the requirements of the Orange Sheet they will be given additional counseling and a parent interview will be requested after 10 school days.

Re-engagement Strategies

Time Out

The School has insufficient space and staffing to provide a permanent Time Out area. If there is persistent disobedience whilst on the Orange Sheet then the student may be placed in Time Out for a particular subject (Head Teacher Time Out) or for all subjects (Deputy's Time Out). The Collegial Support Time Out will involve removal of a student from their normal timetable to be placed in an alternate timetable of senior classes. Students may have recess/lunch times staggered and be provided with work to be completed. This will be a short term discipline measure prior to other responses such as school suspension and or attendance at the Resilience Hub.

Extra-curricula Activities

These activities require that students exhibit high levels of self-discipline. Students whose school behaviour is such that they have demonstrated an inability to control their conduct and are currently on an Orange Sheet may be prevented from participating in such events as sporting representation, and certain excursions that *do not* have mandatory curriculum requirements such as some sport excursions and some cultural events etc. A student who is determined as a significant risk on an excursion may be considered for participation if the parent is willing to supervise and take responsibility for the child's conduct.

Learning Support

When a student experiences difficulty at school The learning support team may undertake a range of strategies to assist re-engagement.

- Counselor Assessment
- Investigation of learning disabilities
- Work with the caregivers to develop a disability profile that suggests teaching and learning strategies.

Socials

A banned list will be published to determine students eligibility for purchasing a social ticket. Students recently suspended or on an orange sheet will be ineligible.

Uniform

A school uniform engenders a sense of belonging. Gloucester High School parent community supports the wearing of uniform. The discipline point system is used to monitor uniform. Students reported out of uniform FIVE times in a 40 days have a letter sent home to indicate that they will have a point deducted..

A *clothing pool* is available for some uniform items. Limited funds available in the *Students Assistance Scheme* may be accessed by parents by written application for some uniform items as well. See Appendix 8 for official uniform code.

Roles in the

Deputy Principal

Suspension

A student will be suspended where a student's conduct is so extreme that it falls into one of the categories of conduct below:

- Possession of a suspected illegal substance
- Violence including verbal abuse and extreme bullying and harassment
- Possession of a weapon
- Persistent disobedience (loss of 10 points in a 40 day period)
- Criminal behaviour

The Deputy will investigate and will recommend to the Principal that a suspension be imposed if one of these categories of behaviour is supported by evidence. Suspension procedures are outlined in 7 (a check list of requirements). Two short suspensions of no more than 4 days may occur in any 12 month period. Where a third short suspension occurs or where a long suspension of up to 20 days may be imposed and the Director at Forster Regional Office must be informed, using Appendix 5 of the DEC Discipline Policy.

During these periods of suspension the school and parents will explore options for re-entry. This may involve the intervention by the Regional Office Student Services Staff. It may also result in various Great Lakes Network support teachers assisting in the devising of a behaviour plan, partial attendance plans etc. for implementation upon return. Students repeatedly suspended may be re-inducted into school via a partial attendance plan or a period of attendance in the school alternative learning, the Hub. In the case of serious aggressive behavior, a Risk Assessment will be conducted, in consultation with the Parent, Learning Support Team and the school counselor.

Suspensions will be registered by SASS staff on ERN (Enrolment and Registration Number) Suspension Register.

Return from Suspension Interview

A meeting will be arranged at which a parent/guardian/caregiver will be present. They may be accompanied by a support person if requested. At this meeting the convener of the meeting will identify the issues that caused the suspension. Students will have sanctions imposed. They will be placed on an Orange Monitoring Sheet. Students may also be referred to the School Counselor or outside agencies where appropriate. Students will have their 10 points restored. The parents will sign an agreed set of conditions of return and receive a copy of the agreement. Staff will be advised via an email of these conditions promptly. Student has points returned. All original documentation of suspension to be retained in a A4 yellow folder kept in the Deputy Principal's Office.

Principal Suspension

Principal will decide, based on the evidence and the recommendations of the Deputy Principal, whether a suspension is appropriate or some other intervention and may also conduct and lead post suspension interviews.

Expulsion

Notices of intention to exclude students will be communicated to parent/caregivers when student conduct ceases to improve and where students demonstrate no desire to change their conduct despite all available school and district support has been utilized. Students who have had 2 long suspensions in a 12 month period may be excluded through the DEC expulsion procedures.

SUMMARY STAFF RESPONSIBILITIES

Authority	Types of Events	Documentation
Classroom Teacher	A wide range of classroom misbehaviour	<ul style="list-style-type: none"> • If informal behaviour interventions are unsuccessful, the teacher will complete a Sentral Entry with student reports and submits to the Head Teacher by the next working day. Complete evaluation of student learning behaviors using orange monitoring sheet
Head Teacher	Referrals from classrooms/playgrounds	<ul style="list-style-type: none"> • Discuss the discipline reports with teacher • File Yellow Slips and other behaviour reports
Discipline Committee	All discipline events	<ul style="list-style-type: none"> • Welfare Database reports examined • Initiate Orange Sheets • Review individual cases and make recommendations
Deputy Principal	Suspensions/ Re-entry interviews	<ul style="list-style-type: none"> • Orange Sheet Monitoring • Production of weekly Welfare Database Reports for Discipline Team • Letters of Suspension • Prepare a term by term analysis of data for staff feedback
Principal	Long Suspension/ Expulsion/ Re-entry interviews	<ul style="list-style-type: none"> • Preparation of warning letters of Expulsion and Notification of Long Suspension Network Director • Signing off on Notification to Regional Office of Long and 3rd suspensions in a 12 month period.

SUMMARY OF CONSEQUENCES FOR STUDENT DISCIPLINE REPORTS

Strategy	Whose Responsibility	Consequences for Students
Yellow Slip	<i>Classroom teacher</i> Can impose detentions during lunch time. Where student has excursions or other learning opportunities prior arrangements must be made.	<ul style="list-style-type: none"> • Loss of at least 1 point • Reportable Behaviour • Detention
Orange Monitoring Sheet	<i>Discipline Committee</i> Loss of 5 points in a term	<ul style="list-style-type: none"> • Loss of 5 points in a 60 day period • No extra curricular/ No school sport activities while still on the Orange Sheet • Have Orange Sheet signed by parent each day. • If not off the orange sheet in 2 weeks a parent interview will be convened to review progress. • If on an Orange Sheet twice in a term a parent interview will be convened.
Time Out	<i>Welfare/Discipline Committee</i> Students who are not Coping in classes	<ul style="list-style-type: none"> • Report on the welfare database • Remain in Time Out area doing school work as organized by HT discipline/ or placed on a Senior Class Support Timetable. • Return to class at the completion of Time Out .
Suspension Register	<i>Deputy Principal</i> in consultation with the <i>Principal</i> . Enter on EBS Central	<ul style="list-style-type: none"> • Loss of 10 points in a term. • Interview for resolution • Orange Sheet to monitor behaviour • No extra curricular activities while on Orange sheet.
Return from Suspension	<i>Principal/ Deputy Principal</i>	<ul style="list-style-type: none"> • Resolution and conditions of return determined • Student will be restored to 10 points immediately. • Special conditions of return communicated to staff
Request for for Interagency Support	<i>HT Welfare and Learning Support Team</i>	<ul style="list-style-type: none"> • Refer to Counselor Assessment • Refer to medical clinicians • Refer to DoFCS • Refer to Child Wellbeing Unit •
Request for District Support	<i>Principal/ Deputy Principal</i> <i>HT Welfare and Learning Support Team</i>	<ul style="list-style-type: none"> • School Counselor Report • Attendance at meetings with Regional Student Services members present. • Develop a Behaviour management plan.
Other actions	<i>In consultation with Parents</i>	<ul style="list-style-type: none"> • Partial Attendance plan • Work Placement • Senior Class isolation

Banned Items at Gloucester High School

The following items are banned from this school site because they can be:

- used to damage property
- subject to damage or loss in the school environment
- interfere with the learning process
- pose a danger to students health or wellbeing.

All banned items will be confiscated from students when detected and a point deduction may be imposed. Disciplinary action will depend on the nature of the item and punishments will vary accordingly.

1. **Chewing Gum.**
2. **Liquid Paper**
3. **Permanent Felt Marker Pens**
4. **Metal Rulers**
5. **Fireworks**
6. **Laser light torches**
7. **Weapons of any kind (including knives)– a suspension is mandatory.**
8. **All illegal drugs and their paraphernalia** (any legal drugs must be administered under supervision by staff members)
9. **Aerosol Cans**
10. **Tobacco paraphernalia** – lighters, tobacco,

Police will be informed about any activities related to suspected illegal drugs. **Prescription drugs** can only be taken at school under supervision of the clinic supervisor where a letter from the parent/caregiver gives permission to do so. **Alcohol** and **Tobacco** are illegal on school premises and therefore banned.

These items will have them confiscated if they bring to school and parents may collect them from the front office area. An exception to this would be illegal property which will be tendered to police. Students will lose a point for disobedience.

The school does not accept responsibility for the recovery of stolen banned items.

Use of Motor Vehicles by Students

Students who have drivers' provisional licences and wish to drive to school may do so provided that:

- An application form to drive to school has been completed and signed.
- Parent approval has been given in writing to do so (from the driver and the passengers parents)
- Car/Motorbike is parked off the school site
- Car/Motorbike is not driven during school hours unless having to leave school early

APPENDIX 1

Credit and Merit Awards



Gloucester High School
CREDIT AWARD

NAME _____ YEAR _____

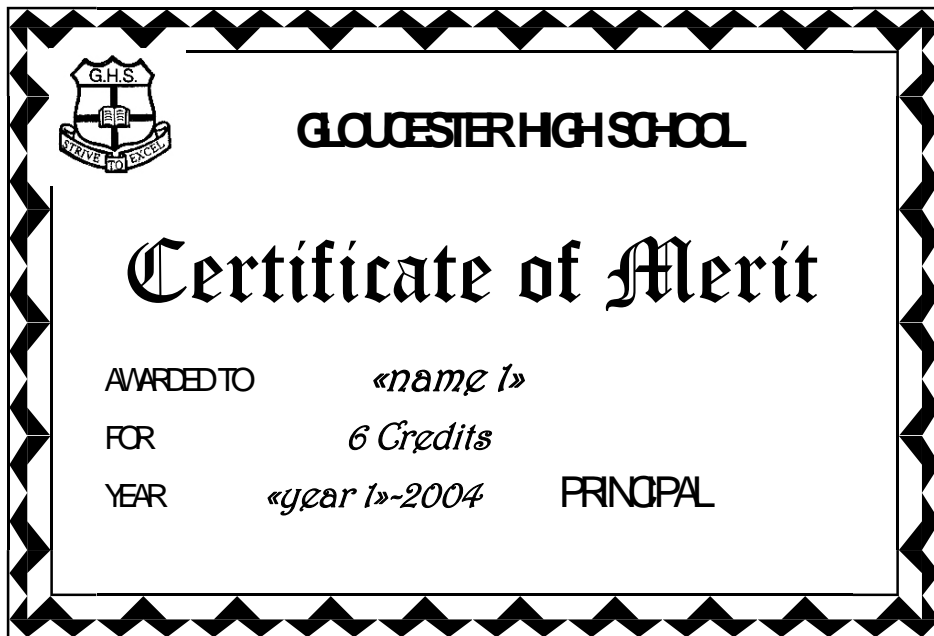


FOR

- Achievement
- Care
- Effort
- Respect
- Responsibility
- _____
- _____


Congratulations

Teacher's Signature: _____ Date: _____
Teacher's Name: _____



APPENDIX 2

Principal's Commendation



Gloucester High School

Certificate of Commendation

Date.....

Presented to


.....

For.....

.....

.....
Principal

Distinction



Gloucester High School

Certificate of
Distinction

Presented to.....

.....
Principal

.....
Deputy Principal

APPENDIX 3

School Expectations

1. Care

- We take pride in our work
- We take care of the environment and use equipment correctly
- We listen to the opinions of others
- We talk kindly to others
- We move sensibly in the classroom
- We treat others the way we would like to be treated

2. Achievement

- We revise and study before tests
- We work consistently during class time
- We try to complete all homework
- We always give our “personal best”
- We write clearly and show pride in our work
- We appreciate and celebrate our successes

3. Respect

- We look after our own property and the property of others
- We treat people politely and fairly
- We wear our uniform proudly
- We respect the expectations of the classroom and playground
- We listen to others and respect their ideas

4. Effort

- We work towards our personal best
- We complete all class work and homework
- We strive for accuracy in the presentation of our work
- We contribute our fair share in group or team activities
- We embrace all opportunities given to us

5. Responsibility

- We accept responsibility for our actions and decisions
- We keep a diary or calendar, and have our timetable handy
- We involve ourselves in class activities
- We ask questions and take advice
- We assist others with their learning

**APPENDIX 4 – YELLOW SLIP
FRONT**



G.H.S. Student Discipline Report

STUDENT:

CLASS:

PERIOD:

PLACE:

DATE:

TEACHER:

0 Point

- T- Warning Harass/Bullying

1 Point

- A - Argumentative
- B - Disobedience
- C – Fractional Truancy
- D - Disrespect
- E - Persistent Lack of Effort
- F – Swearing
- G – Uniform

2 Points

- H - Dangerous Behaviour
- I – Offensive Behaviour
- J -Truancy
- K – Vandalism
- S – Persistent Disruption

3 Points

- L– Harassment / Bullying
- M– Smoking

10 Points

- N -Verbal Abuse of Teacher
- O -Threatened or actual Violence – Fighting
- P -Weapons
- Q -Drugs and Alcohol possession and or use
- R -Criminal Acts
- S Refusal to take directions from an executive staff member

Teacher's Report:

What preceded the incident?(Triggers)

What was the incident about?(Main issue)

What was the follow up?(Consequences)

Signature _____

APPENDIX 4 – YELLOW SLIP

Back

Student's Response:

Which expectation did I not meet? *Circle one* **CARE** **ACHIEVEMENT** **RESPECT** **EFFORT**
RESPONSIBILITY

Explain why you didn't meet this expectation:

Signature:

Refused to Sign(teacher's signature):

Student Reflection on Incident at detention with Teacher or Head Teacher

How do I feel about my behaviour?

How did my behaviour affect others?

How could I improve my behaviour in the future?

Teacher Action Taken:

- Discussed Behaviour
- Detention/s No.:
- Phone call to Parents
- Other

Head Teacher's Follow-up:

- Timeout with Head Teacher
 - Subject Monitoring Sheet
 - Letter to Parents
 - Detention/s No.:_____.
 - Phone call to Parents
 - Recorded on GROW Teacher**
- Signature:**

APPENDIX 5 – ORANGE SHEET

GLOUCESTER HIGH SCHOOL PERFORMANCE DIARY

Student's Name _____ Year _____ Support
Teacher _____

Teachers please rate this student in the following areas as satisfactory or
unsatisfactory by a ✓ or ✗

Date:

Pd	Subject	Arrived to lesson on time with equipment	Well mannered to students and teacher	Willingly followed teachers instructions	Completed work set for the lesson		<u>Teachers Signature/ Comment</u> <ul style="list-style-type: none"> • Please make a positive comment or constructive criticisms in terms of what the student needs to do to behave acceptably. • Indicate the specific behaviours you observe improving
1							
2							
3							
4							
5							
6							
7							

Parent Signature / Comment

APPENDIX 6 - Time Out

Student Timeout Procedures

Purpose

Timeout is a strategy aimed at reducing student anxiety and allowing them to leave an environment to avoid escalation of anxiety or conflict. The student can show a "timeout card" or request to timeout and leave the room with the teacher's knowledge. Students have the ability to self-manage and build their capacity to make proactive decisions about their behavior. Timeout is a privilege offered to students and can be removed if timeout is misused. Timeout must not put students at risk and teachers must be aware of students not in their classes.

Responsibilities

Students:

- can only timeout if they have been given a timeout card by Principal, DP or HT Wellbeing.
- must inform their teacher if timing out
- must not misuse the privilege of timeout, such as intentional work avoidance, as it may be removed.
- must report directly to the Deputy Principal office when timing out.
- must make contact with the front office if Deputy is unavailable.
- need to timeout if suggested by their teacher.

Teachers :

- can let students leave their room if they produce a timeout card.
- must send another trusted student, as soon as possible, to the Deputy/front office to notify them of the student's absence from their class.
- can use their mobile phone to call the DP about students intentions, if contactable.
- should recommend timeout with students who are eligible and are showing signs of escalation.
- recognise and report poor behavior vs mental health issues, discuss with HT and DP any concerns.

Head Teachers:

- must be aware of all students on the timeout list.
- need to support teachers and casuals in identifying students who have a timeout card.
- should discuss exit strategies for challenging behavior including those students with timeout cards.
- discuss with teachers issues of miss use and use appropriate discipline to avoid a repeat. Eg detention, call home.

Executive:

- regularly review the timeout procedures to ensure it achieves its purpose.
- will suggest changes to procedures and discuss student eligibility for the timeout program.

Learning Support team:

- will provide strategies to support students in the classroom.
- will provide evidence of students behavior and support needs.

Deputy Principal:

- is responsible for allocating timeout cards to students in consultation with Learning Support Team.
- is the main point for timeout.
- will supervise students who have timed out.
- will evaluate the effectiveness of the strategy ever 2 weeks.
- will make other arrangements for students if deputy is unavailable.
- will publish changes to timeout procedures via meetings and emails.

References:

- DEC flow chart for students behavior support plan - WHS Directorate
- DEC Student Welfare Policy
- Student Discipline in Government Schools Policy
- Suspension and Expulsion of School Students Procedures

Review

- August 2019

Created by Mik Wisely in Consultation with GHS Executive and LST