

Clunes Public School

Wellbeing and Discipline Policy



Respect, Responsibility, Integrity

CLUNES PUBLIC SCHOOL

DISCIPLINE POLICY 2016

Rationale

The student wellbeing and discipline procedures and practices that operate at Clunes Public School are designed to promote effective learning for all students in a happy and safe environment. These policies and practices are underpinned by the following:

Principles

- We believe that all children can act appropriately; showing respect and responsibility, keeping safe, staying on task and taking pride in themselves, their school and their community.
- We value all students as individuals with different needs.
- We believe that through quality teaching; application of current educational theory; well-developed interpersonal skills; recognition of achievement; collegial and peer support; and the support of parents and children for our core values, beliefs and code of conduct that all children will grow towards self-discipline and positive behaviour.

Core Values and Beliefs Respect ~ Responsibility ~ Integrity

- We value effective, quality learning for all
- We value effective communication in all its forms, particularly listening
- We value a safe and happy school environment
- We believe everyone can learn

School Rules – Code of Conduct

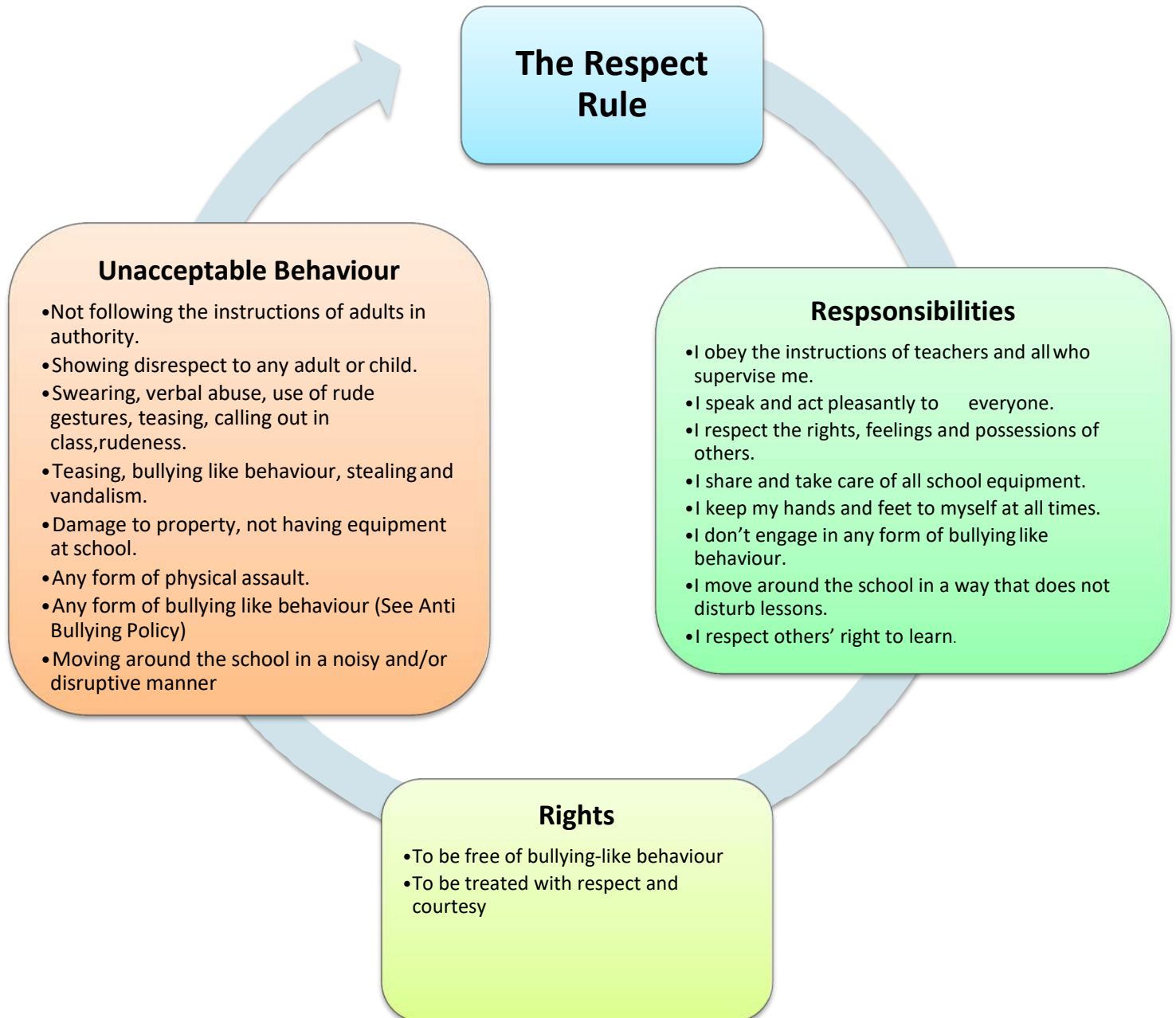
- We show respect ~ The Respect Rule
- We keep safe ~ The Safety Rule
- We stay on task ~ The Learning Rule
- We take pride In ourselves, our school and our community ~ The Environment Rule

Reinforcing Present Good Standards

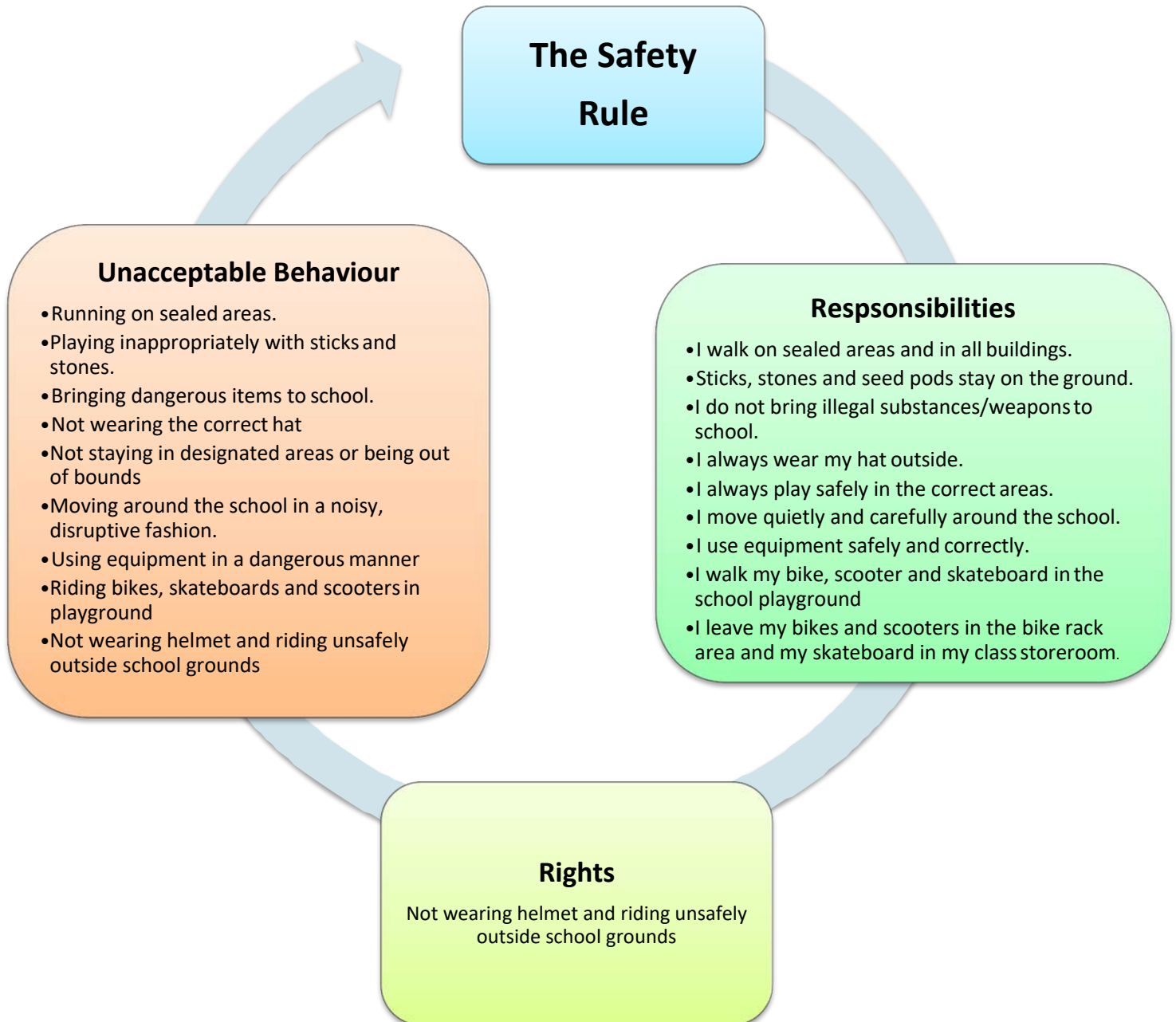
The present good standards of behaviour are reinforced by

- A system of praise and rewards, including value slips and a fortnightly awarded citizenship award.
- Focussing on lifting the self-esteem of individuals and class and school spirit to encourage high expectations in children and the production of quality work
- Creating an understanding of acceptable social behaviours and the desire to follow the school code of conduct and to support the values and core beliefs of the school
- Developing attitudes of sensitivity and respect for others and the belief that all children have the right to learn and play without interference
- Communicating with parents and enlisting their support in matters of behaviour
- Administering discipline fairly and consistently within the guidelines of the Code of Conduct and the Fair Discipline Code
- Using the *You can Do It* program — even years (program is stage based)

Making the best choices and taking responsibility for my behaviour



Making the best choices and taking responsibility for my behaviour



Making the best choices and taking responsibility for my behaviour

The Learning Rule

Unacceptable Behaviour

- Not following the instructions of adults in authority & refusal to do work.
- Refusing to do assigned tasks or lack of participation
- Not completing work of a good quality.
- Off -task behaviour, disturbing others.
- Swearing, verbal abuse, rude gestures, teasing, calling out in class, rudeness.
- Damage to property
- Any form of unacceptable, physical contact.
- Bullying behaviour
- Calling out in class.
- Not having the correct equipment at school.
- Negative comments, off-task behaviour, disturbing others

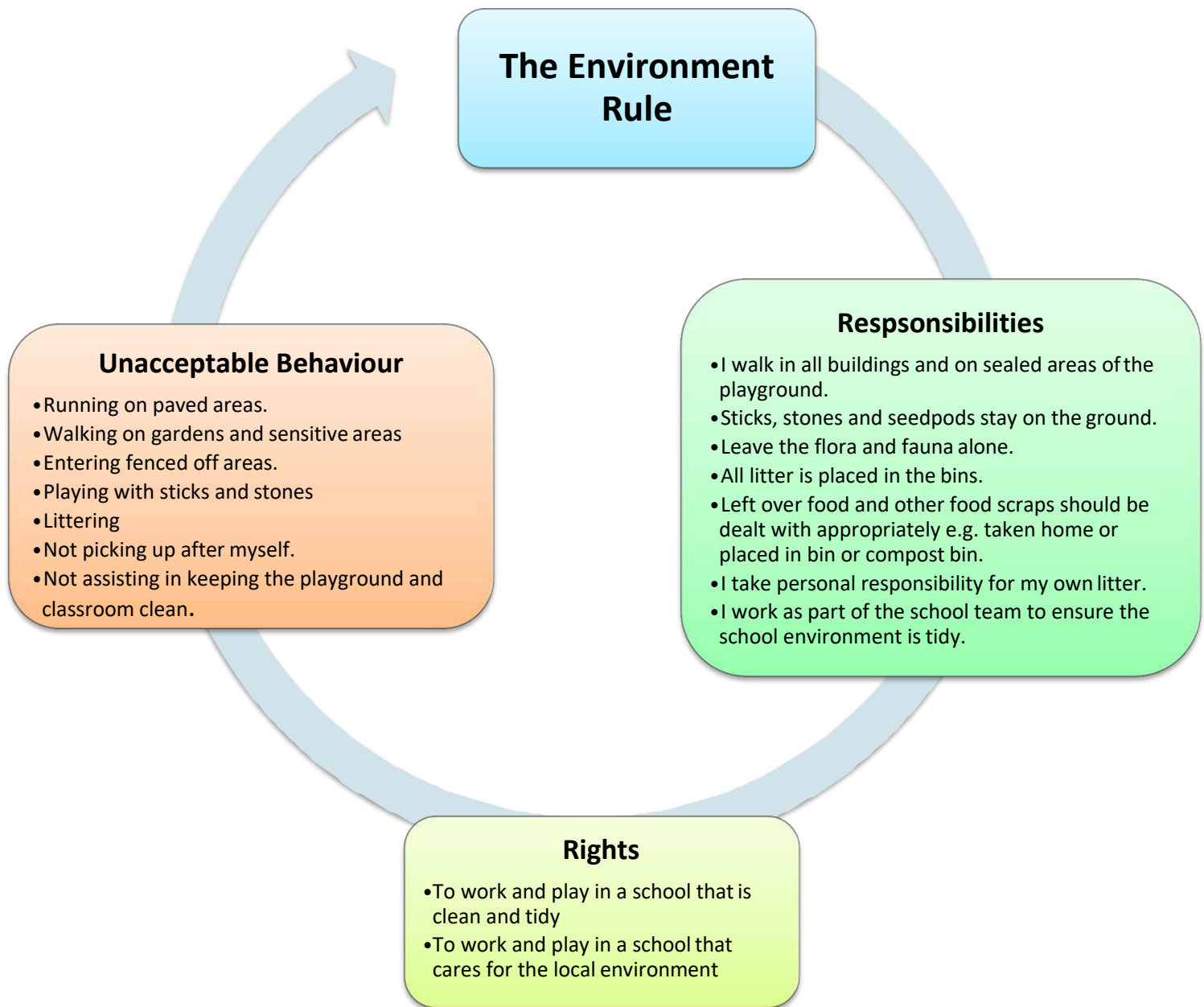
Responsibilities

- I obey the instructions of my teachers and all who supervise me.
- I participate in all lessons.
- I complete my work to the best of my ability
- I stay on task and allow others to learn.
- I respect the rights, feelings and possessions of others.
- I share and take care of all school equipment.
- I keep my hands and feet to myself at all times.
- I listen to others and I raise my hand to speak.
- I bring the correct equipment to school.
- I encourage and support the learning of others

Rights

- To learn in a safe environment
- To learn without being disturbed by the behaviour of others

Making the best choices and taking responsibility for my behaviour



PRACTICES AND STRATEGIES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT

Creating a Positive School Environment

At Clunes Public School all students are encouraged to do their personal best and to strive for quality outcomes. Progress towards achievable goals will be recognised.

Staff are encouraged to provide ongoing positive feedback to students for appropriate behaviours. Positive reinforcement is a key feature of the recognition program operating at this school.

Key Features

Practices to recognise and reinforce positive student achievement at Clunes Public School include:

- Consistent and caring behaviour by staff
- Acknowledgement of effort
- Regular ongoing contact with parents or caregivers, in person, by email, letter, SMS or by telephone.
- Recognition in the local community through the school newsletter and local media
- Commendation or recognition at assemblies, special school occasions and within classrooms
- Tangible commendations via value slips, stamps, stickers, computer and other special activity time; positive comments on student work and praise
- Teachers and students engaging in regular and ongoing positive and consistent dialogue about achievement and areas for growth and development
- The use of special fun days or events to celebrate success
- Displays of student work within the classroom, school and community
- Recognition as a suitable peer role model
- Photographic displays
- Student leadership program
- School sporting representation
- Band and choir representation
- Enrichment program

STUDENT RECOGNITION AND COMMENDATION SCHEME

The student recognition and commendation scheme aims at providing students with positive feedback for genuine achievement in a wide range of school activities. Recognition, in addition to personal praise and commendation offered by staff, will be reinforced through an on-going system which encourages positive learning patterns and positive behaviour. Each teacher is encouraged to distribute up to 3 value slips for positive behavior observed during their duty, in class and during other activities. These are recorded under our Values of Respect, Responsibility and Integrity. These slips are recognised at assemblies and recorded on a visual class chart and in the school's Sentral system. Value slips are entered into a draw for a Citizenship Award at fortnightly assemblies.





Name: _____

Demonstrated Value:

Respect | Responsibility | Integrity

Action: _____

Teacher: _____ / / 2016

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

GOOD DISCIPLINE AND EFFECTIVE LEARNING WITHIN THE CLASSROOM

To ensure classroom behaviour is of the highest standard, all students at Clunes Public School are encouraged to show respect, responsibility and integrity; to demonstrate the ability to get along with others; to strive to do their best; to keep safe; to stay on task ; and to take pride in themselves, their school and their community.

This is achieved by:

- Establishing class rules through negotiation linked to common classroom expectations
- Establishing a list of appropriate and inappropriate behaviours
- Establishing class consequences
- Establishing class routines and procedures
- Establishing class rewards and recognition systems
- Establishing a climate that promotes quality work and behaviour

Common Classroom Expectations / Range of Consequences

Inappropriate classroom behaviours may incur any of the following consequences depending on severity, consistency and context of the behaviour.

- Proactive intervention, e.g. three warnings, use of behaviour barometer etc.

Appropriate Behaviours

- Striving to do quality work
- Using appropriate language
- Speaking respectfully
- Following teacher instructions
- Listening attentively
- Sharing class equipment
- Valuing individual differences
- Keeping hands and feet to yourself

Inappropriate Behaviours

- Untidy, rushed or incomplete work
- Inappropriate language
- Slang terms, butting in, backchat
- Non-compliance to instructions
- Calling out/ disrespect to others
- Stealing/ damaging equipment
- Bullying, teasing, put downs
- Poking, pushing, grabbing etc.

- Incident documented and reported to Executive if deemed necessary
- Serious incidents recorded on a Yellow Slip and recorded as a negative incident in the Sentral System
- Counselling-teacher and student discuss better behaviours
- Removal from the situation-child placed in a different part of the room
- Child may be sent to a buddy teacher
- A plan to improve the behaviour may be written
- Student may be referred to the supervising executive
- Loss of part of the lunch play period– child is supervised by class teacher
- Time Out—incident of a serious enough nature that a Time Out is required
- Parent interview may be organised
- Daily Report Card established – behaviours causing concern are the focus of the Daily Report Book.
- Referral to Principal
- In School Suspension or suspension considered in cases of a serious nature

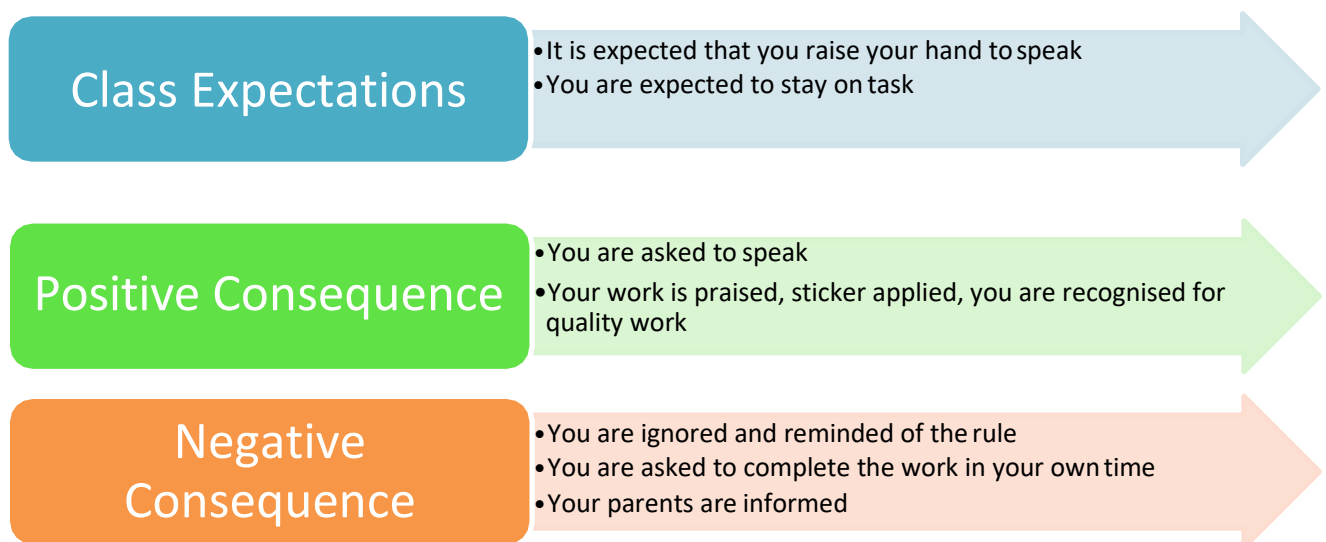
DEALING WITH BEHAVIOUR IN THE CLASSROOM

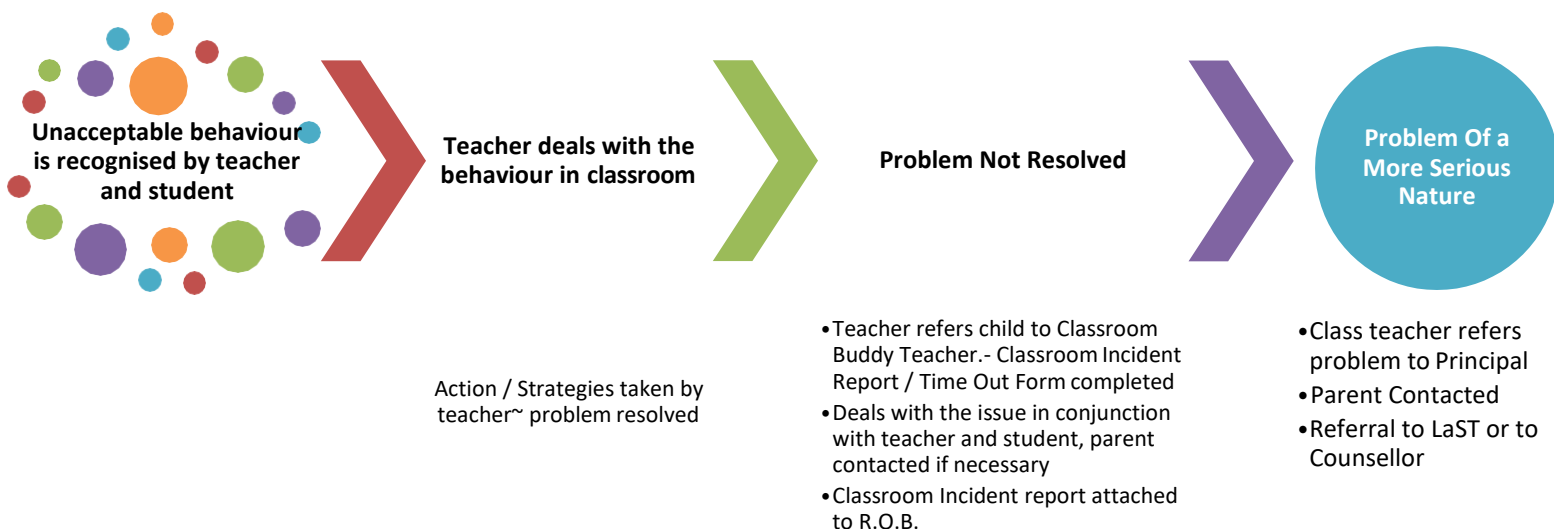
Logical Consequences

Logical consequences are those which follow misbehaviour and are directly related to it. They help the students see the way things are in the real world. They aim at developing in the student a sense of responsibility for their behaviour and aimed at preventing the student from blaming others.

In their class rooms, staff are encouraged to develop logical consequences for student behaviour. This will lead the child towards accepting responsibility for their behaviour.

Dealing with classroom behaviour (examples)





ClassDojo

Clunes Public School uses ClassDojo to effectively work together as a team to ensure classroom behaviour is of the highest standard to cater for the most effective learning space within classrooms.

Students will be awarded feedback points in class for appropriate behaviour and points removed for inappropriate behaviours. The areas in which students will have points given and removed are as follows:

Appropriate Behaviours	Points +	Inappropriate Behaviours	Points -
Persistence	1	Forgetting our manners	1
Being a helpful student	1	I could do better	1
Being co-operative	1	Off Task	1
Giving it your best shot	1	Uncooperative Action	1
Good Manners	1	Unhelpful Action	1
Demonstrating safe behaviour	2	Task needs improvement	2
Kindness and Compassion	2	Being Unkind	2
Looking after our school	2	Being Unsafe	2
A well completed task	2	Disrespecting school property	2

The Dojo point system represents the values of Clunes Public School;



Targeted Student Behaviour Procedures

Acknowledgement Plan

- **Verbal Praise** e.g. *well done student you have... I can see your doing a really good job at.....*
- **Dojo Points** – student is to place their own point after mutually deciding with teacher what good behaviour they were displaying
- **Green Slip** – Is awarded at the end of the day for completing Daily 5 and throughout the day if exceptional behaviour has been exhibited

Safety is manageable but displaying off task behaviour – 4 R's

- **Remind**– student of the task he/she should be completing
 - **Redirect** – student/s with options to complete the task i.e. complete independently, complete with the help of the teacher or SLSO
 - **Relocate**– student to go to the **Take-a-Break Area** for 5 minutes to restore calm, extend if needed
 - **Reflect**– student is to complete a **Think Sheet** in the take a break area
- *If student/s continue to display undesirable behaviour remind student of yellow slip consequence and follow through if necessary
- **If behaviour escalates move to next step **Critical Incident Plan**

Critical Incident Plan – Safety is not manageable

- Refer to teaching Principal
- Lockdown procedure followed if student is outside the classroom
- If student is inside the classroom and refuses to remove himself to calm down the other students will need to move to another classroom
- Staff with specific training are may use non-violent intervention strategies to remove from classroom
- Parents/caregivers contacted and student will go home for the rest of the day.
- If parents/caregivers can't be contacted 000 will need to be

Take-a-Break-Area Procedure

1. If student is feeling anxious (worried or annoyed) about something they take the *Take-a-Break* card from the wall beside the Interactive TV.
2. Student moved to the *Take-a-Break* area and sets timer to 5 minutes.
3. Student decides what activity to complete at the *Take-a-Break* area.
4. At the end of the *Take-a-Break* time the student returns to the lesson.
5. Student reflects (using collaborative problem solving questions) on their *Take-a-Break* time with teacher at

Restorative Justice Procedure


1. What happened?
2. Who was being affected?
3. What did you do that wasn't helpful?
4. Did you make a good choice or bad choice?
5. What can you do to make things better?
6. This is what I need my teacher to help me with?

PLAYGROUND GUIDELINES

All students at Clunes Public School are encouraged to:

~ Obey all safety rules ~ **Show respect for playground rules and designated areas** ~ Play within the rules of games ~ **Share and take care of school equipment** ~ Keep their hands and feet to themselves ~ **Walk on paved areas** ~ Leave sticks and stones on the ground ~ **Wear a hat when outside** ~ Always play safely in correct areas ~ **Care for the school environment** ~

MISBEHAVIOUR ON PLAYGROUND

PLAYGROUND SUPERVISING TEACHER	BEHAVIOUR	STRATEGIES
	Minor breach of playground rule e.g. out of bounds, running, littering	Warning, reminder of rule, short loss of play, shadow teacher, picking up litter
	Repeated breaches of playground rule	Referral to time out on yellow slip; discussion with class teacher or Principal; entry in Sentral System
	Physical violence Swearing	Referral to Principal prior to time-out form being completed; parents contacted; suspension warning letter
	Bullying	Referral to Principal for further action
	More Serious Behaviours	Referral to executive staff; time out or withdrawn from the playground for a period; parents contacted; suspension warning letter; suspension.
PRINCIPAL		

In all cases of playground misbehaviour teachers are to decide on their course of action keeping in mind the safety and well-being of all students.

This model is a guide to how to handle most incidents of poor playground behaviour.

MINOR OFFENCES IN THE PLAYGROUND

Examples of minor offences could include: being out of bounds, littering, disrupting games and running across sealed areas after a warning.

When a child breaks a school rule and it is considered a minor offence by the duty teacher the following procedures should be followed:


Recommended Course of Action

- The child is given a warning and reminded about the rule that has been broken and told of the possible dangers associated with the conduct being displayed.
- Time out may be given for a short period (thinking time). This will be recorded on a Yellow slip and entered into the Sentral System.
- Entry of the offence should be made if the teacher feels it is necessary.
- The child's class teacher will be informed at the teacher's discretion.

Repeated Offences of A Minor Nature

- The child is sent to Principal
- A referral on the Yellow Behaviour Card can be made if required
- If time out is deemed necessary this will be decided by the Principal in consultation with the reporting staff member.
- The offence is recorded in Sentral if time out is given.
- The parent is contacted to inform them that their child has been placed on time out, depending on the seriousness of the offence or if the offence has been repeated - This is done by the Principal.
- A parent interview is requested if needed.

In all cases of disciplinary action teachers are encouraged to use their professional judgement and deal with children in a fair manner. Each child and incident is to be treated on its merits.



Name: _____

Demonstrated Value:

Respect | Responsibility | Integrity

Action: _____

Teacher: _____ / / 2016

SUSPENSION PROCEDURES

MOST SERIOUS BEHAVIOURS

In keeping with the Department of Education and Communities' policy on Suspension and Expulsion, the following procedures will operate at this school.

The undermentioned behaviours will not be tolerated at Clunes Public School.

- **Possession, supply or use of a suspected illegal substance**
- **Possession of a prohibited weapon, firearm or knife**
- **Physical violence**
- **Aggressive behaviour**
- **Criminal behaviour related to school**
- **Persistence or serious misbehaviour**
- **Continued disobedience**
- **Inappropriate use of social media/photos—(refer to Anti Bullying Policy)**

All students who engage in these most serious behaviours will face some or all of the following consequences:

- Entry in the Bullying Register
- Data entered in the Record of Playground Behaviour Register
- Referred to Executive
- Time Out — report to parents
- Removal from the playground
- Development of a plan by the child for improved behaviour
- Counselling-School counsellor, Teacher, Assistant Principal or Principal
- Interview with parents
- Daily report card-target behaviours causing concern
- Referral to Learning Support Team
- Behaviour Support referral
- Parents requested to accompany child to activities outside of school
- Alternate classroom placement for part or whole day
- Alternate playground program
- Suspension warning letter
- Daily reporting to executive staff
- Regular parent communication on a planned basis
- Suspension
- Expulsion

In all cases of most serious behaviours, each case is to be treated on its merits and the course of action is determined by the Principal or her delegate.

SOME PRACTICES AND STRATEGIES FOR DEALING WITH DIFFICULT STUDENTS

Aggressive and Physically Violent

Remove the child being aggressive from the situation	Talk to them in a calm and caring manner	Ensure the victim of the behaviour is safe and cared for
Interview all parties involved to gain background information. Individual statements taken to avoid peer influence.	Apply suitable consequences ~ time out -withdraw from class / playground / suspension	Enter data in Sentral register or playground behaviour records
Apply in-class behaviour procedures	Enter incident into Time Out records	Talk to parents
Develop behaviour management plan and risk assessment	Involve School Counsellor or District Support Staff	Refer to LST committee
Reprimands	Supervise the child closely	Move the child from where they are sitting
Use of classroom behaviour strategies	Time out in the classroom	Time out with a buddy teacher
Send the child to the Principal	Call for the Principal	Record behaviour in class records
Provide with alternate work	Discuss class expectations	Contact parents if the behaviour is of an on-going or serious nature
LST referral	School Counsellor referral	Behaviour monitoring book
Commence reward program suitable to the needs of the student	Reinforce classroom and school commendation schemes	Social story or social skills program
Discuss the unsuitable playground behaviour with the child and monitor changes	Record incidents on the playground behaviour records	Have the child shadow you in the playground for a short period of time or sit in designated, supervised area
Exclusion from the playground for repeated breaches	Excluded from certain areas of the playground	Time out
Contact with parents	More serious cases could be considered for suspension	Suspension

SOME STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Positive climate and good discipline

Clunes Public School has a range of strategies for dealing with unacceptable behaviour these include:

MINOR BREACHES OF SCHOOL CODE OF CONDUCT Or REPEATED BREACHES OF SCHOOL CODE OF CONDUCT	MAJOR BREACHES OF SCHOOL CODE OF CONDUCT
<ul style="list-style-type: none"> • Proactive intervention • Reprimand • Time out • In class isolation • Counselling with teacher or executive • Loss of privilege • Social skills training • Teaching of acceptable behaviours • Withdrawal from positive reinforcement • Restitution • Removal from class or playground • Writing of a plan for improvement • Parent interview • In school suspension • Alternate playground program • Individual behaviour plans • Daily reporting to executive • Daily report book established • Referral to Principal or delegate • Mediation 	<ul style="list-style-type: none"> • Suspension • Expulsion

Where a child has caused damage to the property of the school, a student or staff member on or outside of school premises, restitution or repair may be sought. In the case of serious or repeated incidences of malicious damage, suspension may occur.

Students at Clunes Public School are provided with clear guidelines which allow them to function effectively in the school community and to learn to their full potential in a safe and caring environment.

At Clunes School, teachers are encouraged to understand the reasons for a student's behaviour in an effort to make the best choices in managing the behaviour. A range of options for managing unacceptable behaviour is provided.

CLUNES PUBLIC SCHOOL TIME OUT GUIDELINES

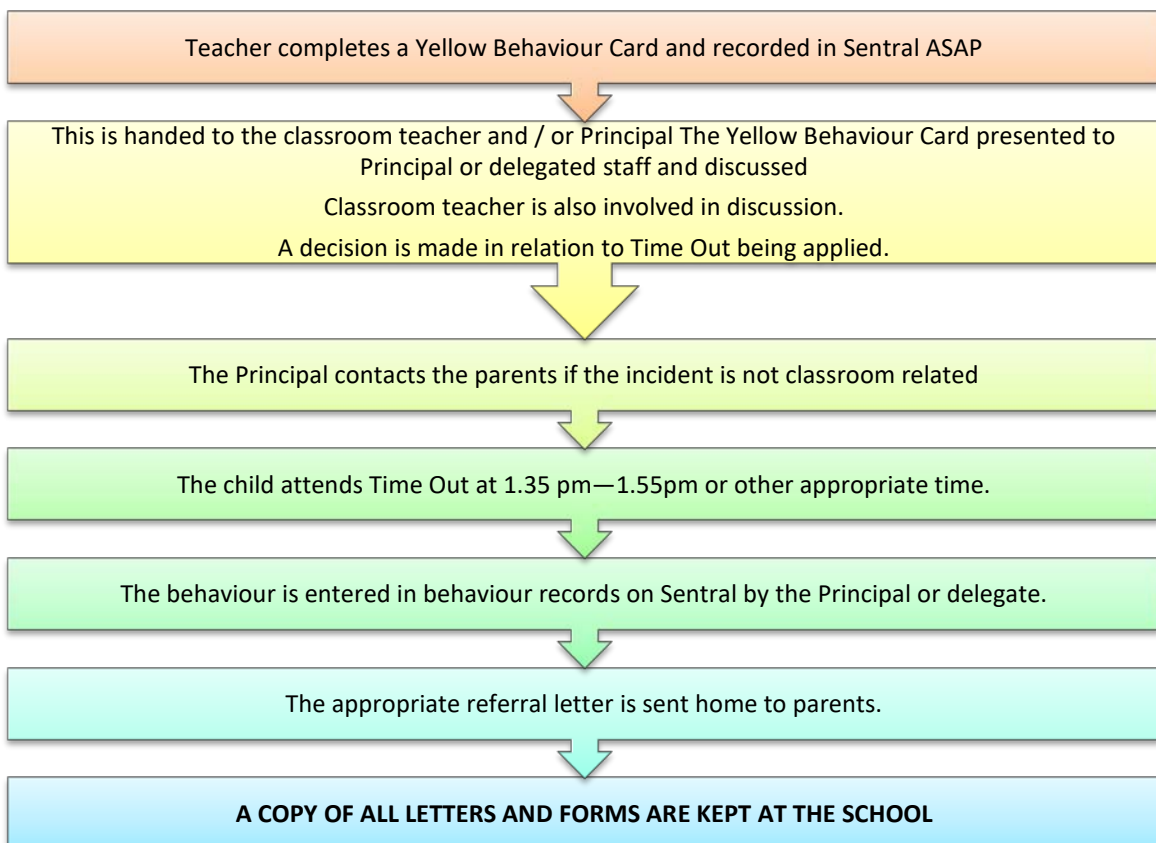
Time out at Clunes Public School aims to encourage students to take responsibility for their behaviour and to make informed and sensible choices when interacting with their peers at school.

Students are referred to time out after an incident or incidents in the playground or classroom which involve conduct contrary to the school core beliefs or school rules.

Students are referred to a time out room by the Principal after a Yellow Behaviour Card has been issued and discussion with the teacher. The final decision to impose time out is the responsibility of the Principal or delegate.

While in time out, students are encouraged to discuss their behaviour, the reasons why they are acting the way they are and how they might change or modify their action in future situations. At times, the student will be asked to formulate a PLAN which gives the student the opportunity to develop strategies to assist him/her to not repeat the unacceptable behaviour.

TIME OUT PROCEDURES



TIME OUT PROCEDURES

HOW IT WORKS

- Referring teacher completes the Yellow Behaviour Slip
- If the time out is not classroom related, the Principal or delegate is to contact the parents within 24 hours. Any other parents of children who are negatively impacted upon by a major incident need to also be contacted within 24 hours.
- The student takes the completed form to the time out room on the day the time is to be served.
- The date of the time out is recorded on the Sentral system.
- Every five weeks the parents of students with a high rate of time outs will be contacted and interviews arranged.
- Complete the form titled *Children to Return to Time Out* daily.
- Complete the daily attendance sheet.

**NO CHILD IS TO BE PLACED ON TIME OUT UNLESS THE
PRINCIPAL OR DELEGATE HAVE APPROVED THE TIME OUT.**

**CHILDREN SENT TO TIME OUT FOR DISTURBING
LESSONS SHOULD BRING WORK TO COMPLETE**

ATTENDANCE ~ TRAVEL TO AND FROM SCHOOL ~ UNIFORMS ~ BANNED ITEMS

Attendance

- At Clunes Public School, all students are encouraged to attend school each day and arrive by 8.55 am for the commencement of lessons.
- Late arrivals are to report to the school office for a late pass.
- Students are not to leave the school grounds unless escorted by a parent / guardian / caregiver after having been signed out at the office.
- Students who are absent from school are to bring a note explaining their absence. The note must be signed and dated, and include the reason for the absence. Parents may also notify school by phone, SMS, email or verbally.

Travel to and from school

Regardless of the means of travel, students en route to and from school are representatives of Clunes Public School. Behaviour at all times should be responsible, sensible and respect the rights of others.

Students travelling by bus

- Students must enter and leave the bus in an orderly manner ~ pushing, shoving and queue jumping will not be tolerated.
- Rudeness, bad language, unnecessary movement, loud noise, interference with others or their property will not be tolerated.
- The bus driver's instructions must be followed.
- The bus company may withdraw bus passes of students whose behaviour is unsatisfactory.
- School may impose penalties to deal with unacceptable behaviour.

Students riding bicycles, skateboards or scooters to school

- Must complete a *Bike Rider's Code of Conduct* form.
- Obey road rules.
- Comply with the Code of Conduct.
- Leave their bike / scooter in the bike rack.
- Leave their skateboard in their class storeroom
- Wear a safety helmet.
- Walk beside their bike or scooter or carry their skateboard in school grounds.

Uniform

Clunes is a uniform school. Students are encouraged to wear the uniform on all occasions unless advised otherwise. Safety and sun safety drives this expectation.

Playground areas and rules

- Students are expected to behave in a manner that keeps both themselves and others safe.
- A *No Hat ~ No Play* rule applies all year.

Items forbidden on the school premises

- All drugs except those being taken under medical supervision ~ this school is a drug free zone.
- All alcohol and tobacco ~ this school is a smoke free zone.
- Any item that may endanger people or property.
- Household pets, unless part of a lesson and permission has been gained from the Principal.
- Liquid paper
- All electronic and communication devices must be lodged at the school office on arrival
- Valuables ~ the school does not cover damage or theft.

SUPPORT FOR STUDENTS, STAFF AND PARENTS

Referral to the School Counsellor

- Students with personal or emotional problems and those with learning disabilities and behaviour problems can be referred to the school counsellor by teachers by using the appropriate forms. Applications are to be discussed with teacher and Principal and presented to the LST committee for approval.

In School Support

- Learning Support Team ~ LST
- Department support staff

Support for Parents

The school will seek to link the family to the appropriate support agencies to assist their child / children

and the parents if necessary.

- Class teachers
- Principal
- District Support staff as required
- School Counsellor

Contact with Parents

Contact by letter, email or by phone is encouraged to resolve issues with students. Classroom teachers are to discuss all concerns in regard to student discipline with executive. Personal contact is also possible, records of these contact are to be maintained.

- Time out letters sent to parents.
- Suspension warning letters posted to parents.
- LST referrals available on request.

Copies of all correspondence to parents is to be placed in the student file

Responsibilities of Parents

The school is not, by itself, responsible for the development of socially acceptable behaviour by students. This is a shared responsibility. When parents enrol at Clunes Public School they:

- Enter a partnership with the school staff to provide support for the school and their child / children in relationship to student behaviour.
- Undertake a shared responsibility and mutual respect which supports decisions made in the areas of discipline, student welfare and behaviour
- Share in the responsibility of shaping children's understandings and attitudes about acceptable behaviour.
- Agree to support the school in decisions regarding the wellbeing of their child / children.


Name :	Class :	Playground	Date of Behaviour
Referred by		To Executive Staff Member	

Copy of Yellow slips here

Respect Responsibility Integrity

Clunes Public School

Behaviour Card



Name: _____

☐ **Unsafe behaviour**

☐ **Out of bounds**

☐ **Insolence**

☐ **Bullying**

☐ **Failure to follow instructions**

☐ **Aggressive behaviour** ☐ **Physical violence**

☐ **Disrespect for others / environment / property**

Teacher: _____ / /

☐ **Exec.**
☐ **Timeout**
☐ **CRT**

Description:

Sentral Incident Register

Clunes Public School

Wellbeing

Incidents

New Incident

Incident Register

- » All Incidents
- » Positive Achievements
- » Negative Incident
- » Data Record

Levels

Detentions

Referrals

Suspensions

Awards

Reports

Help Centre

Incident Register: Negative Incident — 22/02/2016 - 28/02/2016

<input type="checkbox"/> Date	Incident	Incident Type	Teacher	Student
<input type="checkbox"/> 25/02/2016 Thursday	Incident #695 Negative Incident	Respect Aggressive Behaviour, Disrespect for Others/Environment/Property	Mrs Linda Hutchinson	⚠
<input type="checkbox"/> 25/02/2016 Thursday	Incident #690 Negative Incident	Respect Aggressive Behaviour, Disrespect for Others/Environment/Property	Mrs Linda Hutchinson	⚠
<input type="checkbox"/> 24/02/2016 Wednesday	Incident #706 Negative Incident	Respect Disrespect for Others/Environment/Property	Mrs MICHELLE SLEE	✓
<input type="checkbox"/> 23/02/2016 Tuesday	Incident #670 Negative Incident	Respect Disrespect for Others/Environment/Property	Mr Malcolm Sky	✓
<input type="checkbox"/> 23/02/2016 Tuesday	Incident #669 Negative Incident	Respect Disrespect for Others/Environment/Property	Mr Malcolm Sky	✓
<input type="checkbox"/> 22/02/2016 Monday	Incident #668 Negative Incident	Respect Disrespect for Others/Environment/Property	Mrs Linda Hutchinson	✓
<input type="checkbox"/> 22/02/2016 Monday	Incident #667 Negative Incident	Respect Disrespect for Others/Environment/Property	Mrs Linda Hutchinson	✓

With

Instructions for entering incidents on Sentral

Click here to get to Wellbeing Module

In the Wellbeing module, click on New Incident to get to the page shown at right.

Click on whichever incident you wish to create

- Positive Achievement ~ Values / Merit / Citizenship; OR
- Negative Incident ~ Respect / Responsibility / Integrity; OR
- Data Record for other incidents.

Enter the student name at the right hand side of the screen.

Complete details of incident as required.

Save the incident on completion.

Click here to get to Wellbeing Module

Open Incidents

Click on whichever incident you require

The screenshot displays the 'Clunes Public School Wellbeing' interface. On the left is a sidebar menu with options: Incidents, New Incident, Incident Register, Levels, Detentions, Referrals, Suspensions, Awards, and Reports. The 'Incidents' option is highlighted with an orange arrow labeled 'Open Incidents'. The main content area on the right has a header 'Select an incident type below to create an incident.' Below this are three sections: 'Positive Achievements' with buttons for 'Values Award', 'Merit Award', and 'Citizenship Award'; 'Negative Incident' with buttons for 'Respect', 'Responsibility', and 'Integrity'; and 'Data Record' with buttons for 'Critical Incident', 'Legal', and 'Medical Incident'. An orange arrow labeled 'Click on whichever incident you require' points to the 'Incidents' menu item.

Early Stage 1 / Stage 1 Time Out Sheet— when someone has been hurt

Belonging to Date.....

What was I doing?

--

How was someone hurt?

--

Which School Value should I be following?

Respect	 	Responsibility	 	Integrity
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What should I do now?

--

Early Stage 1 / Stage 1 Time Out Sheet— when things go wrong

Belonging to **Date.....**

What happened?

--

How did you feel?

--

Which school value should you be following?

Respect	 	Responsibility	 	Integrity
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What should you do now?

--

Stage 2 Time Out Sheet — when someone has been hurt

Belonging to Date.....

What happened? Who was hurt?

What did you think when this happened?

Which school value should you be following?

Respect	 	Responsibility	 	Integrity
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What do you need to do to make things right?

Stage 2 Time Out ~ when things go wrong

Belonging to **Date.....**

What happened?

What were you thinking at the time?

Who has been affected by what you have done?

Which school value should you be following?

Respect	 	Responsibility	 	Integrity
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What do you need to do to make things right?

Stage 3 Time Out Sheet— when someone has been hurt

Belonging to Date.....

Which school value /s did you not follow?:

Respect		Responsibility		Integrity
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What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Stage 3 Time Out Sheet— when things go wrong

Belonging to Date.....

Which school value /s did you not follow?:

Respect		Responsibility		Integrity
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What happened?
What were you thinking of at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think needs to happen to make things right?
What do you think you need to do to make things right?
What impact has your behaviour had on you?

LST STUDENT BEHAVIOUR REFERRAL FORM

Made by:

Date:

Working independently

Student Name:		Class:	
Current Age:		Current Support: LaST ILP SLSO Outside	
Current Medication:		Parents' Names:	
Phone:		Address:	
Behaviour	Manageable or NA	Excessive/Of Concern	
Listening			
Follows verbal instructions			
Talking			
Calls out inappropriately			
Continuous talking in class			
Answers back			
Swearing			
Offensive language			
Persistence			
Ability to sustain effort			
Ability to complete tasks			
Out of seat behaviour			
Is easily distracted			
Confidence			
Willing to attempt tasks			
Willing to ask for help			
Willing to participate			
Getting Along			
Disrupts others in class			
Classroom behaviour			
Playground behaviour			
Organisation			
Ability to organise equipment			
Ability to complete tasks			

LST STUDENT BEHAVIOUR REFERRAL FORM

Behaviour	Manageable or NA	Excessive /Of Concern
Interpersonal Relationships		
Makes inappropriate comments to or about others		
Aggressive to others		
Physically aggressive to staff		
Inappropriate comments to staff		
Easily angered or upset		
Agitates and provokes others		
Poor peer interaction		
Bothers others who are working		
Does not take turns		
Bullying like behaviours		
Motivation		
Poor attendance		
Does not participate in class		
Not motivated by rewards		
Avoids work/homework		
Self destructive behaviours		
Indicates not liked by others		
Ignores consequences		
Does not appear happy		
Displays temper tantrums		
Does not care about results		
Frowns, looks unhappy etc		
Runs away to avoid problems		
Underachieving		
Poor response to discipline		

LST STUDENT BEHAVIOUR REFERRAL FORM

Behaviours Placing This Child at Risk

Behaviour	Manageable or NA	Excessive /Of Concern
Rules and Expectations		
Ability to follow routines		
Does not follow directives after warnings		
Does not respond to redirection during lesson		
Does not care for school equipment		
Misbehaves to get attention		
Does not raise hand to get attention		
Blurts out answers		
Talks to others when quiet is expected		
Leaves seat without permission		
Refuses to do set tasks		
Group Behaviour		
Has difficulty moving as part of a group		
Finds it difficult to behave in group situations		
Likes to work alone		
Not selected by peers to be part of a group		
Does not play well in a group		
Misbehaves to gain approval of peers		
Finds it difficult share		
Other Concerns		

LST STUDENT BEHAVIOUR REFERRAL FORM

Other concerns I have about this student

Strategies that have been used to manage student's behaviour

When have the parents been informed about your concerns for this student ?

RISK REPORT ATTACHED

YES / NO

IS THE SCHOOL COUNSELLOR SEEING THIS CHILD?

YES / NO

IS THE ISTB WORKING WITH THIS CHILD

YES / NO

Teacher Signature _____

CLUNES PUBLIC SCHOOL BIKE, SCOOTER AND SKATEBOARD RIDERS CODE OF CONDUCT

To keep everyone safe and to allow me to bring my bike / scooter into the school grounds, I must follow the guidelines below.

Failure to follow any of these guidelines will result in me being unable to bring my bike or scooter into the school grounds for a period of time to be determined by the School Safety Committee, consisting of the teaching staff.

I agree to follow the Clunes Public School Bike, Scooter and Skateboard Code of Conduct by ensuring the following safety rules are followed:

- **I will wear a buckled helmet** at all times when riding a scooter, bike or skateboard to and from school.
- **I will walk my bike, scooter and skateboard the complete length of** the walkway between Walker Street and the bike rack at all times.
- **I will walk my bike, scooter and skateboard** along the walkway to Remnant Drive.
- **I will walk my bike, scooter and carry my skateboard at all times** while on school property.
- **I will ride on the left hand side of the road as close to the kerb as possible or on the footpath if I am under 12.**
- **I will keep to the left and give way to pedestrians while riding on the footpath.**
- **I will take special care at driveways and intersections.**
- **I will be courteous to drivers and pedestrians** and not put myself or other people in danger.
- **I will enter the roadway slowly and look for traffic.**
- **I will use hand signals** to let drivers know that I am turning.
- **I will not double.**
- **I will report dangerous behaviour** to a member of the school staff.
- **If I am under 9 years of age** I know the Roads and Traffic Authority recommends that I should not ride a bike without parent supervision

I sign this Code of Safety and agree to any penalty imposed by the Clunes Public School Safety Committee.

Student **Parent** **Date**

Parental Acknowledgement of Digital Mobile Device Policy for Years K—6

Note: Digital Mobile Device includes (but not limited to) mobile phones, iPads (or similar tablets) netbooks and laptops.

- Digital mobile devices may only be used at school at the direction and in a manner prescribed by the class teacher for activities linked to class learning programs.
- Taking photos, video or recording voice of any individual or group is not allowed without permission from the teacher.
- Students are responsible for the care of their devices and bring them to school at their own risk. The school will not accept liability for digital mobile devices that are lost, stolen or damaged.
- Digital mobile devices may only access the internet via the schools wireless network (DETNSW). All other connections such as 3G and 4G must be switched off.
- Students are responsible for bringing their devices to school fully charged and labelled for identification [The school can provide labels on request].
- All devices must be handed into the office unless the teacher has approved the device being brought to school for a specific purpose.
- The decision to bring any device on an excursion will be at the discretion of the excursion coordinator in consultation with the Principal. This is also subject to parental permission regarding social media for all students attending excursion.
- Consequences for breach of this policy will be determined by the Principal and may include confiscating the digital mobile device and/or banning an individual student from bringing their digital mobile device to school.

Michelle Slee
Principal