

## **DISCIPLINE CODE OR SCHOOL RULES**

The expectation of Castle Hill High students is that they,

- follow the school's discipline policy.
- wear full school uniform as set out in the uniform policy.
- arrive at school and at each lesson punctually.
- attend all lessons.
- bring their diary exercise & text books and equipment for all lessons.
- cooperate and participate fully in classroom activities so all can work to their capacity.
- treat staff and other students with politeness and respect.
- look after the school environment, their own property and that of others.
- treat everyone with compassion no matter their differences – race, colour, religion, appearance or academic ability.
- behave sensibly and appropriately when travelling to and from school.
- strictly adhere to the rule that prohibits smoking or the use of alcohol or illegal drugs in school uniform on school premises or on school excursions.
- ensure mobile phones or portable music players are turned off and left in bags during and between lessons.

# STUDENT RIGHTS AND RESPONSIBILITIES

## Code of Behaviour

I have the <b>RIGHT</b> to:	I have the <b>RESPONSIBILITY</b> to:
<ul style="list-style-type: none"><li>• be treated with respect and politeness by others in the school and by the local community.</li></ul>	<ul style="list-style-type: none"><li>• be polite and always show respect to others at school and behave in such a way that I gain respect for the school from the local community.</li></ul>
<ul style="list-style-type: none"><li>• expect that my property will be safe and that I will be safe from physical danger.</li></ul>	<ul style="list-style-type: none"><li>• look after school property and respect the property of others so that I will keep my school safe and not put others in physical danger.</li></ul>
<ul style="list-style-type: none"><li>• obtain the maximum benefit from school<ul style="list-style-type: none"><li>* learning</li><li>* socialising</li></ul></li></ul>	<ul style="list-style-type: none"><li>• co-operate with teachers and other students so that all can work to their capacity without interference.</li><li>• co-exist with peers and teachers, respecting individual rights and differences.</li></ul>
<ul style="list-style-type: none"><li>• have a clean and tidy school</li></ul>	<ul style="list-style-type: none"><li>• look after the school environment and keep it clean and tidy.</li></ul>
<ul style="list-style-type: none"><li>• be treated with compassion</li></ul>	<ul style="list-style-type: none"><li>• treat others with compassion no matter what the differences (race, colour, religion, gender, physical appearance or intellectual ability).</li></ul>

# WHOLE SCHOOL APPROACH TO MANAGING STUDENT BEHAVIOUR

## INTRODUCTION

Behaviour is the way a student relates and responds to fellow students, teachers, parents and the physical environment. The school's behaviour management program is a system of relationships, rules, rewards, and sanctions, designed to progressively develop responsibility for self-discipline in students. All of these components must be taken into account if an effective system is to be developed. **The thrust of this system is based on the idea that students must learn to be responsible for their own actions.** Actions have consequences either negative or positive. Students have the freedom to choose. If they choose to follow the rules the consequences will be positive and if they choose to break the rules the consequences will be negative.

## AIMS

To develop a **POSITIVE SCHOOL CLIMATE** by:

- Developing professional **CONSISTENCY**
- providing support **STRUCTURES**
- improving **COMMUNICATION**
- developing **NEGOTIATION** skills
- raising student and staff **SELF-ESTEEM**

As an integral part of the school's welfare system, **positive reinforcement** and the cultivation of a **friendly and caring environment** are the **responsibility of every teacher**.

**Teachers should:**

- ☺ **recognise student achievement, effort, attitude and behaviour** either non-verbally (a smile or a pat on the back), or verbally, through praise and encouragement as well as through **regular use of the Merit Award System**
- ☺ **communicate praise or rewards to parents** whenever possible
- ☺ provide an **attractive and interesting** learning environment
- ☺ provide a **range of teaching/learning strategies** that cater to a **variety of student learning styles**

## **BEHAVIOUR MANAGEMENT PLAN OVERVIEW**

Any management plan put in place will be based on the following:

- 1. PHYSICAL SETTING**
- 2. ROUTINE**
- 3. RULES**
- 4. CURRICULUM**
- 5. TEACHER BEHAVIOUR**

**Ask yourself these questions:**

1. Where is the student sitting?
2. How much work will I give?
3. How simple are the instructions given?
4. Is there a set routine?
5. Can you find the student behaving appropriately?
6. Do you use time-out for inappropriate behaviour?
7. Are class rules displayed?
8. Are you cueing student on what they are doing that is causing concern?
9. Are negative consequences known to the student?
10. Do you give quiet working time?
11. Do you reinforce positive behaviour?
12. Is what you do consistent?
13. Are your consequences immediate?

## **GOOD CLASSROOM BEHAVIOUR WILL BE REWARDED AND RECOGNISED**

**Be caught being good!**

Note: All students should be rewarded not just the bad being good. The students working consistently should also receive merit certificates from faculties.

- issue students with Certificates of Merit for class work, attitude, participation, behaviour or improvement on a regular basis when deserved.
  
- when a student has received 5 Certificates of Merit in 1 subject they are entitled to a Certificate of Achievement in that subject. HT to contact parent by phone.
  
- Students can also be congratulated for their work, attitude etc.... with certificates at Celebration Assemblies.

# BEHAVIOUR MANAGEMENT PLAN

## PROCESS

Students will need to be introduced to this system so they understand the concept of the TIME OUT desk and the consequences of inappropriate behaviour. This will occur by the dissemination of information during:

- School Assembly
- Pastoral Care
- First lesson of the year with your class

Step 1: BUILD TRUST

Establish a safe and productive learning environment  
Develop positive teacher interaction  
Establish and teach classroom rules and procedures

Examine HONESTLY what you are doing with discipline problems in your classroom.

Step 2: Use Basic Classroom management. If it is working, KEEP DOING IT. Give POSITIVE RECOGNITION to the students when they are not in trouble - "CATCH THEM BEING GOOD". Use the new merit system.

Step 3: If Basic Classroom Management is not working – USE TIME OUT SYSTEM.

If classroom disruption occurs ask the student...  
"What are you doing? - ESTABLISH PRESENT BEHAVIOUR  
Is it against our classroom rules?" – CONFIRM RULES

If the student answers:

- Yes – continue with the lesson
- No – tell them the rule they have breached

SPEAK CALMLY WITH NO ANGER OR THREAT. AVOID USING THE TERM WARNING".  
Walk away from the situation and avoid further discussion about the incident.

Step 4: If disruptive behaviour continues - Repeat step 3 and then direct the student to the time out desk. Issue the student with a Timeout Contract that they will complete during the lesson. At the end of the lesson the student makes an appointment with the teacher to discuss the Timeout Contract. An appointment time must be made before school, recess, lunch or after school (not during other lessons) and must occur before the next lesson or next day whichever comes first. **Teacher may also choose to enter incident into SIM if they feel it is necessary.**

Step 5: If the student refuses to go to the TIME OUT DESK, disrupts the lesson while sitting at the TIME OUT DESK, refuses to do a Timeout Contract or does not attend the appointment made with the teacher, Head Teacher intervention is REQUIRED. (Head Teacher will need to issue all their staff with their timetable).

Send to your Head Teacher and have the student placed under their supervision. If you cannot find your Head Teacher then a nominated person from the faculty will supervise the student for the lesson, HOWEVER, IT IS THE HEAD TEACHER'S RESPONSIBILITY TO HELP THE TEACHER RESOLVE THE ISSUE. **HEAD TEACHER MUST MAKE A SIM ENTRY**

**EVERY TIME A STUDENT IS REFERRED TO THEM. A Head Teacher may also choose to contact the parents by phone.**

Step 6

When a student is sent to the Head Teacher, the student must sit at the TIME OUT DESK and complete a Head Teacher Contract. At the end of the lesson the student makes an appointment with the Head Teacher to discuss the Head Teacher Contract. An appointment time must be made before school, recess, lunch or after school (not during other lessons) and must occur before the next lesson or next day whichever comes first.

If the student disrupts the Head Teacher's lesson, fails to make a Timeout Contract at Head Teacher level or does not turn up for the appointment made with the Head Teacher, the Head Teacher will place the student in the 'Planning Room'.

When the issue is being resolved all 3 parties must be present - the Head Teacher / Teacher / Student.

If the issue is not resolved by the next lesson at the teacher or Head Teacher level then the student is sent to the Head Teacher to supervise until the issue is resolved.

**Note:**

**If a student is placed at the "Time Out Desk" twice and the inappropriate behaviour continues, then the student is automatically referred to the Head Teacher when the next incident occurs.**

**If a student is referred to a Head Teacher, on the 2<sup>nd</sup> instance the student is placed in the 'Planning Room'. A 'Planning Room Contract' is completed by the student. Negotiations take place between the Deputy Principal, Head Teacher and student (Year Advisor may be present if available). A "Planning Room" letter is sent home by the Deputy Principal with the student to notify parents that the student has been placed in the Planning Room. The letter must be returned the next day to the Deputy Principal. If the student fails to bring back the note, then student progresses to the next step.**

**If a student is referred to a Head Teacher after they have been placed in the 'Planning Room', the Deputy Principal will organise a meeting with the Parents and the student. The student will be placed on a contract, monitor card and a Warning Letter from the school will be issued. A School Counsellor and Itinerant Support Teacher Behaviour referral will be organised if required. If a student is referred to Deputy Principal a second time then a 2<sup>nd</sup> Warning Letter will be sent home after the student is interviewed by the Principal. On the 3<sup>rd</sup> referral, the student may be placed into a suspension by the Principal.**

**At the Suspension Resolution Meeting, the student will be placed on an Individual Support Program and teachers will be notified in writing.**

<p><b>The Year Advisor will monitor students at Head Teacher level and report any student who is at Head Teacher level in two or more faculties to the Head Teacher Welfare for an 'at risk' interview.</b></p>
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## **ROLE STATEMENTS**

### **STUDENTS**

Have a responsibility to;

- Learn
- allow others to learn
- allow teachers to teach
- follow the school rules

### **STUDENTS AT TIME OUT**

- must read and follow the rules of the Time Out desk
- must see their teacher at the end of the lesson to make an appointment to discuss their plan.
- if a student fails to keep an appointment, it is their responsibility to make another appointment with the teacher within one day of being at the Time Out Desk or before their next class (which ever comes first). Failure to attend your appointment with the teacher will mean that the student will be placed at Head Teacher level.
- will not participate in any class activities such as work, test, assessment tasks, or exams

### **STUDENTS AT HEAD TEACHER LEVEL**

- must make a plan with the Head Teacher and Classroom Teacher within one day or before the commencement of the next lesson (which ever comes first)
- will not participate in any activity organised by that faculty such as exams and excursions
- must be supervised at all times and not be left outside rooms
- must report to another teacher from that faculty if the Head Teacher is absent or cannot be found
- can sit at a Time Out desk in another teacher's classroom

## **STUDENTS AT PLANNING ROOM LEVEL**

- must return the "Planning Room" note signed by the parent/care provider to the Deputy Principal the next day.
- will remind parent(s)/care provider(s) to phone the school to make an appointment
- must complete the 'reflective' side of the Planning Room plan whilst in the Planning Room.
- must read and follow the rules of the Planning Room
- will bring appropriate work to complete while they are in the Planning Room
- will not participate in any school activities during, before or after school
- may be asked to fulfil a specific task as a condition of getting out of the Planning Room such as undertaking a course in conflict resolution if they were placed there for fighting or doing community service if they destroyed school property

## **CLASSROOM TEACHER**

- will have attempted to teach the students using a variety of management strategies and a variety of stimulating learning experiences appropriate to the student's level of ability keeping in mind the language level of the students and their cultural background
- will help work out student's problems in the classroom through:
  - NEGOTIATING - this involves spending time with the student, listening, discussing and finding common ground
  - PLAN-MAKING - this is the MOST IMPORTANT PART of the process and each teacher must be familiar with the characteristics of a good plan (future problems will be avoided if a good plan is negotiated)
  - USE SUPPORT - ask colleagues for advice (Year Advisers can give you extra information)
  - STRUCTURES about students, the School Counsellor may be useful with some problems)
- will hold class meeting when necessary to discuss the Behaviour Management System
- will be prepared with copies of forms for plan-making and KEEP RECORDS AND PLANS (Teachers should not ask students which plan they are on - they should know)
- will, at all times, display in the classroom copies of the School/Classroom Rules and Rules of the Time Out Desk
- will CONSISTENTLY apply the rules using Glasser's terminology
- Must give POSITIVE RECOGNITION to the students when they are not in trouble

## **HEAD TEACHER**

- act as an adviser and resource person for the Classroom Teacher
- encourage and facilitate the effective use by Classroom Teachers of the FIRST THREE STEPS (this is most important in providing the basis for establishing classroom discipline)
- discuss the student's plan with the student and the Classroom Teacher
- be present and participate (mediate, support and act as a resource person) in the resolution sessions when a student is at Head Teacher level, so that the Student, Classroom Teacher and Head Teacher work together to find a solution to the problem
- supervise students sent to them or place them at a Time Out desk in another classroom
- enter all incidents into SIM
- give the student the plan-making form to fill in the 'reflective' side
- maintain a file of student plan-making and behaviour profiles as they apply to the student within their faculty
- keep records of students in your faculty who are placed in the Planning Room
- inform students who are placed in the Planning Room of the rules of the Planning Room and of the procedure involved in returning to class
- give students in the Planning Room a Plan so that they can complete the 'reflective' side before the plan-making session takes place and notify the Deputy Principal they have been placed there and why.
- ensure that a satisfactory plan has been completed prior to the interview with the Deputy Principal
- bring to the interview the student's Planning Room plan and the Student Profile compiled by the Student Adviser and SIM Record
- provide copies of the finished Planning Room plan for the Deputy Principal and Planning Room Folder

## **STUDENT ADVISER**

May;

- counsel and advise students
- consult with the School Counsellor when necessary
- be involved in the parent/care provider interview

Will

- provide ongoing instruction to their year groups of their rights and responsibilities within the system
- monitor students at Head Teacher level and report any student who is at Head Teacher in two or more faculties to the Head Teacher Welfare for an 'at risk' interview

## **SCHOOL COUNSELLOR**

May;

- counsel students and assist them with plan-making
- be involved in the parent/care provider interview

## **DEPUTY PRINCIPAL**

- be available to act as a support for Head Teachers of the Planning Room in the of a student who refuses to cooperate
- be responsible for the Planning Room Supervision roster with the Head Teacher Welfare
- will contact parent(s)/care provider(s) when a student is placed in the planning room or is removed from the Planning Room because of misbehaviour
- be available to attend Planning Room interviews
- contact parent(s)/care provider(s) if a student is placed in the Planning Room twice by a Head Teacher and organise for a meeting to take place.

## **HEAD TEACHER WELFARE**

- keep a record of students who are in the Planning Room
- inform staff of students who have been placed in the Planning Room, are in the Planning Room or returning to class from the Planning Room via the whiteboard in the Common Room.
- supervise roll call for students in the Planning Room and take/send absences to the Timetable Room.
- be responsible for the Planning Room Supervision Roster with the Deputy Principal
- coordinate interviews for students reported as being 'at risk' by Student Advisers

## **ASSISTANT STUDENT ADVISERS**

- It will be the role of the Assistant Student Adviser to perform the following duties should the Student Adviser be absent;
  - \* conduct Year Assemblies
  - \* Assist the Year Advisor with round robins
  - \* Assist the Year Advisor with proofing reports (if required)
- Any further responsibilities and/or duties for the Assistant Student Adviser will be negotiated with the Student Adviser



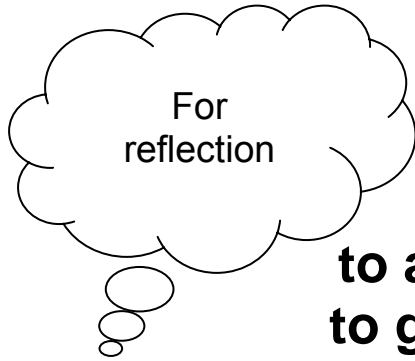
# OUR CLASSROOM RULES

1. Line up quietly outside the room until the teacher arrives.
2. Be on time for class.
3. Enter and leave the room quietly.
4. Be prepared for work.
5. Listen and follow teacher's instructions.
6. Concentrate on your work / learning.
7. Be polite to others.
8. Respect the rights of others to work / learn.
9. Respect the school's and other people's property.
10. Switch off and leave in your bags mobile phones and portable music players (eg: MP3 / iPods) during and between lessons.
11. Leave in your bags food, make-up, and spray deodorants during and between lessons.
12. You may drink water from a clear, plastic, water bottle.

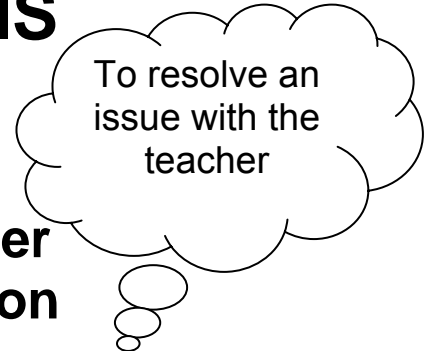
**DO YOUR BEST AT ALL TIMES**



# TIME OUT DESK



## TIME OUT IS



**to allow the teacher  
to go on with lesson**

## THE RULES OF THE TIME OUT DESK

While at the time out desk you will:

- **COMPLETE YOUR WRITTEN PLAN** by thinking about which rules you have followed and which you have broken
- **REMAIN QUIET – NO TALKING or MAKING NOISE**
- **only speak if the teacher speaks to you first**
- **NOT participate in ANY class activities**
- **NOT do ANY school work**
- **see the teacher at the END OF THE LESSON to MAKE AN APPOINTMENT to discuss your plan – if a double lesson teacher may discuss plan while other students are working.**

You are here to **THINK** about the classroom rules and a way of working things out with your teacher.

If you do not behave at the time out desk you will be sent to the Head Teacher. If you are sent to the Head Teacher a second time you will be placed in the **PLANNING ROOM**. The Deputy Principal will contact your parents / guardian to make them aware of your inappropriate behaviour.

It is important for you to **MAKE A GOOD PLAN** and **DISCUSS** the plan with your teacher so you can get back into class as soon as possible.

**IF YOU DO NOT MAKE A PLAN DURING THE LESSON OR DO NOT ATTEND THE APPOINTMENT WITH YOUR TEACHER BEFORE YOUR NEXT LESSON OR WITHIN ONE DAY OF BEING SENT TO THE TIME OUT DESK (whichever comes first), YOU WILL BE REFERRED TO THE HEAD TEACHER.**

**TO RETURN TO CLASS AND PARTICIPATE IN THE NEXT LESSON, YOU NEED TO BEHAVE AT THE 'TIME OUT DESK' AND MAKE A GOOD PLAN.**

# TIME OUT PLAN – Classroom Level

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **TO BE COMPLETED BY THE STUDENT AT 'TIME OUT'**

I was placed at Time Out today because I broke the following classroom rule/s:

- Line up quietly outside the room until the teacher arrives.
- Be on time for class.
- Enter and leave the room quietly.
- Be prepared for work.
- Listen and follow teacher's instructions.
- Concentrate on your work / learning.
- Be polite to others.
- Respect the rights of others to work / learn.
- Respect the school's and other people's property.
- Switch off and leave in your bags mobile phones and portable music players (eg: MP3 / iPods) during and between lessons.
- Leave in your bags food, make-up, and spray deodorants during and between lessons.
- You may drink water from a clear, plastic, water bottle.

1. What was the lesson about? \_\_\_\_\_

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2. What HAPPENED in class that resulted in me going to Time Out?

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3. What was the purpose of your behaviour (what did you want) and did it get you what you wanted?

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4. How did your behaviour affect the lesson?

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5. What are the consequences of my behaviour? \_\_\_\_\_

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6. What can I do to improve my behaviour and learning in class? \_\_\_\_\_

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7. Other things I need to think about and improve in class? Eg: Where you sit, bring pens and books, homework

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**IS WHAT I'M DOING HELPING MY LEARNING AND OTHERS IN MY CLASS?  
REMEMBER TO BRING THIS PLAN AND YOUR WORKBOOK TO YOUR PLANNING  
MEETING WITH YOUR TEACHER.**

## Appointment Time

(Make sure you make a time with your teacher at the end of the lesson before you leave the room)

Date: \_\_\_\_\_

Day: \_\_\_\_\_

Time: \_\_\_\_\_

Staffroom / Classroom: \_\_\_\_\_

**Failure to make an appointment with your teacher or not turning up to the appointment with your teacher within one day of being sent to Time Out or before your next lesson (whichever comes first) will result in being sent to the Head Teacher.**

# TIME OUT CONTRACT – Classroom Level

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Year: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **BE COMPLETED BY THE STUDENT AND TEACHER DURING THE APPOINTMENT**

I will no longer break the classroom rule \_\_\_\_\_

\_\_\_\_\_ by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I will no longer break the classroom rule \_\_\_\_\_

\_\_\_\_\_ by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Tick if more than two classroom rules have been broken.

My teacher can help me to achieve this by:

- \_\_\_\_\_
- \_\_\_\_\_

I understand that this is a contract between my teacher and me and that breaking it may result in me being sent to the Head Teacher.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Classwork missed must be completed by \_\_\_\_\_ (Tick box when completed)

**THIS PLAN MUST BE GLUED INTO YOUR BOOK BY THE NEXT LESSON.  
Teacher must keep a copy of the plan also (Need to photocopy).**

# TIME OUT PLAN – Head Teacher Level

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Year: \_\_\_\_\_

Today I was sent out of:

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

## **TO BE COMPLETED BY THE STUDENT AT TIME OUT WITH HEAD TEACHER**

I was sent to the Head Teacher because I:

- did not make my time out plan within one day or before the next lesson
- disturbed the class / teacher while at Time Out
- argued with the teacher about going to Time Out
- went to 'sleep' while at Time Out
- engaged in appropriate activities while at Time Out (eg: phone, iPod, drawing)
- was sent to Time Out for a third time
- engaged in dangerous behaviour
- used inappropriate language
- engaged in sexist/ racist or bullying behaviour
- broke the Time Out Contract

1. What HAPPENED from the time the class began which resulted in you being sent to the Head Teacher?

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2. What could you have done instead?

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3. How did your behaviour stop the class from learning?

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4. What do you think about your behaviour now?

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5. What can I do to improve my behaviour and learning in class?

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6. Other things I need to think about in class and improve? Eg: Where you sit, bring pens and books, homework

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**IS WHAT I'M DOING HELPING MY LEARNING AND OTHERS IN MY CLASS?  
REMEMBER TO BRING THIS PLAN AND YOUR WORKBOOK TO YOUR  
PLANNING MEETING WITH THE HEAD TEACHER.**

## Appointment Time

(Make sure you make a time with the Head Teacher at the end of the lesson before you leave the room)

Date: \_\_\_\_\_ Day: \_\_\_\_\_

Time: \_\_\_\_\_

Staffroom / Classroom: \_\_\_\_\_

**Failure to make an appointment with the Head Teacher or not turning up to the appointment with the Head Teacher within one day or before the next lesson (whichever comes first) will result in being sent to the Planning Room and your parents contacted.**

# TIME OUT CONTRACT – Head Teacher Level

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

## **TO BE COMPLETED BY THE STUDENT. TEACHER AND HEAD TEACHER DURING THE APPOINTMENT**

I understand that my behaviour meant that I had to be sent to the Head Teacher and that I should have \_\_\_\_\_ during class.

I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The Head Teacher and my classroom teacher can help me to achieve this by:

- \_\_\_\_\_
- \_\_\_\_\_

**I understand that this is a contract between my teacher, the Head Teacher and me and that breaking it may result in placement in the Planning Room.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Classwork missed must be completed by \_\_\_\_\_ (Tick box when completed)

**THIS PLAN MUST BE GLUED INTO YOUR BOOK BY THE NEXT LESSON.  
Head Teacher and teacher must keep a copy of the plan also (Need to photocopy).**



# PLANNING ROOM RULES

1. Remain quiet at all times.
2. You may read silently.
3. You may do school work.
4. You will be given time to go to the toilet and canteen.
5. Your recess and lunch will be at a different time from the rest of the school.
6. You may not leave the Planning Room.
7. Your contact people whilst in the Planning Room are the Deputy Principals and any questions can be directed to them.
8. You cannot borrow anything from another student in the Planning Room.
9. You must not speak to another student while in the Planning Room or going to and from recess and lunch.
12. Switch off and leave in your bags mobile phones and portable music players (eg: MP3 / iPods) while in the Planning Room.
13. No food is to be consumed in the Planning Room.
12. You may drink water from a clear, plastic, water bottle.

# PLANNING ROOM CONTRACT

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Year: \_\_\_\_\_

Today I was placed in the Planning Room by:

Teacher: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

## **TO BE COMPLETED BY THE STUDENT IN THE PLANNING ROOM**

I was sent to the Planning Room because I:

- did not make my Head Teacher plan within one day or before the next lesson
- disturbed the class / teacher while at Head Teacher level
- argued with the Head Teacher about my behaviour
- engaged in appropriate activities while at Head Teacher level(eg: phone, iPod, drawing)
- was sent to the Head Teacher twice
- engaged in dangerous behaviour
- used inappropriate language
- engaged in sexist/ racist or bullying behaviour
- broke Head Teacher level contract

1. What behaviour did you show that lead to you being placed in the Planning Room (*from the time your classroom teacher first spoke to you about 'what are you doing?'*) \_\_\_\_\_

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2. What was the purpose of your behaviour (what did you want) and did it get you what you wanted? \_\_\_\_\_

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3. What could you have done instead? \_\_\_\_\_

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4. How did your behaviour stop the class from learning?

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5. What is stopping you from fulfilling your previous contacts?

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6. What can I do to improve my behaviour and learning in class?

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7. Other things I need to think about in class and improve? Eg: Where you sit, bring pens and books, homework

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8. Other issues I need to address at school?

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**IS WHAT I'M DOING HELPING MY LEARNING AND OTHERS IN MY CLASS?  
REMEMBER WILL NEED TO BRING THIS PLAN TO THE MEETING WITH THE DEPUTY  
PRINCIPAL AND HEAD TEACHER ALONG WITH YOUR WORKBOOK FROM CLASS.**

# PLANNING ROOM CONTRACT

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_ Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

## TO BE COMPLETED BY THE STUDENT. HEAD TEACHER AND DEPUTY PRINCIPAL

I understand that my behaviour led to me being placed in the Planning Room and that I should not have \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will no longer \_\_\_\_\_

by trying to:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The Deputy Principal and Head Teacher can help me to achieve this by:

- \_\_\_\_\_
- \_\_\_\_\_

**I understand that this is a contract between the school and me and that breaking it may result in suspension.**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**The student will place a copy of this contract in their workbook and a copy will be kept in the Planning Room folder and in the student's file.**



# OUR PLAYGROUND RULES

1. Respect the rights of others to feel safe in the playground.
2. Listen and follow teacher's instructions.
3. Violence of any kind is unacceptable and this includes "Rumbling" and "Tackle Football".
4. Stay within the school grounds at all times.
5. Do not throw objects at others – this is dangerous.
6. Do not smoke on school property as this is illegal.
7. Place all rubbish in bin. It is the responsibility of ALL students and staff to keep the school environment clean and tidy.
8. Stay away from out of bounds areas.
9. Do not eat in buildings / corridors/multicourts.  
All food is to be consumed outside.

In wet weather, leave corridors free of rubbish and food at the end of recess and lunch.

### **PLAYGROUND DISCIPLINE**

#### **Examples of student misbehaviour and suggested levels of intervention**

ST = Supervising Teacher DP = Deputy Principal

<b>MISBEHAVIOUR</b>	<b>LEVEL OF INTERVENTION</b>	<b>POSSIBLE CONSEQUENCES</b>
Dropping papers or other waste	Teacher	Clean up duty – an area or a number eg: 15 papers
Jumping queues	Teacher	Send to end of queue or out of canteen area
Playing excessively vigorous or dangerous games	Teacher	Stop activity – clean up duty
Interfering in other students' games	Teacher	Clean up duty – remove from area
Running through corridors or buildings	Teacher	Warning – clean up duty
Being out of bounds	Teacher / ST	Warning, clean up duty – to ST if behaviour persists
Directly indecent or offensive language to other students	Teacher / ST	Stop abuse – explain why it is inappropriate – apology. Teacher to enter into SIM
Directly indecent or offensive language to teachers	ST / DP	ST explain why inappropriate. Inform DP. Possible suspension. ST enter into SIM.
Graffitiing	ST / DP	Clean it up – pay for damage – letter home. ST or DP to enter into SIM.
Indulging in offensive personal behaviour	ST / DP	Letter home- clean it up – possible suspension. ST or DP to enter into SIM.
Interfering with other students' property eg: hiding someone's bag	ST / DP	If damaged or lost, pay for property – letter home – letter of apology
Throwing food or other 'missiles'	ST / DP	Clean it up – Planning Room at recess (20 mins) – letter home – clean up duty. Possible suspension. ST or DP to enter into SIM.
Involvement in physical fights	ST / DP	ST to investigate then refer to DP. Possible Suspension / warning letter sent home. DP to enter into SIM.
Creating a major disturbance eg: crackers, setting fires	ST / DP	ST to investigate then refer to DP. Letter home. Possible suspension. DP to enter into SIM.
Rejecting teacher's authority (arguing/ refusing to cooperate)	ST / DP	ST explain why inappropriate. Inform DP. Possible suspension. DP enter into SIM.
Smoking	DP	Teacher inform DP. Confiscate cigarettes / lighter. Letter home – Suspension if persists. DP to enter into SIM.
Damaging school property	DP	Pay for damage – letter home. Possible suspension. DP enter into SIM.
Using standover tactics and / or threatening behaviour / bullying	DP	Follow flowchart. DP to refer to Year Adviser/ HT Welfare. If continued disobedience then possible suspension. Person dealing with behaviour will enter into SIM.

Leaving the school grounds without permission	DP	Letter home, Planning Room at recess (20 mins) – Principal interview if behaviour persists.
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