Homework Policy – Junior School

PREAMBLE
Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

School Councils, in partnership with the principal and teachers and after consultation with parents and students, are responsible for developing and publishing a homework policy consistent with the Homework Habits guidelines.

PURPOSE
At Mill Park Primary School education is seen as a partnership between students, teachers and parents. An integral part of education, in the preparation of students for future learning, is the development of an effective homework routine.

The Junior School Homework Policy encourages independence and a positive attitude to learning. Homework will be relevant and it will be provided on a needs basis. Best outcomes are achieved when parents set aside some time each night for homework and take this opportunity to interact with their child during this time.

GUIDELINES
• Homework is another opportunity for parents to participate in their child’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.

• Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school’s homework policy.

• Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self discipline, skills in using out-of-school resources and personal responsibility for learning.

• Junior School students should use their Communication Folders. Communication Folders and Diaries provide a means of regular communication between parents and the school.

• Failure by students to complete homework on a regular basis should be followed up with parents.

IMPLEMENTATION
In the Junior School, homework will be in the following forms:

• Children will always have a take home book, or other suitable reading material on hand to read. Children will be encouraged to share a variety of reading materials with their parents for approximately fifteen (15) minutes each night.

• Children who are involved with Reading Recovery are expected to complete their nightly tasks and return these to school the following morning.

• Children are encouraged to practise their counting and number facts regularly to reinforce work done in the classroom. The importance of this aspect of mathematics cannot be stressed enough.

• At times, unfinished work may be sent home for children to complete.
EXPECTATIONS

Parents and caregivers can help their children by:

• encouraging them to take increasing responsibility for their learning and organisation;
• observing and acknowledging their success and asking how their home and class work is progressing;
• attending school events, displays or productions in which their children are involved;
• encouraging them to set aside a regular daily session to read and complete homework;
• setting an example by reading themselves;
• contacting the relevant teacher to discuss any problems their children are having with homework;
• helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves;
• helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities;
• reading texts set by teachers. Discussing their child’s response to the texts and asking to see work they complete in relation to these texts, and
• discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

DEPARTMENT OF EDUCATION AND TRAINING (DE&T)

In the early years (Prep to Year 4) homework should not be seen as a chore. Homework will:

• Enable the extension of class work by practising skills or gathering information or materials in an enjoyable way
• Mainly consist of daily reading to, with, and by parents/caregivers or older siblings

This will generally not exceed 30 minutes a day and not be set on weekends or during holidays.
Homework Policy – Middle School

PREAMBLE
Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for students to be responsible for their own learning.

School Councils, in partnership with the principal and teachers and after consultation with parents and students, are responsible for developing and publishing a homework policy consistent with the Homework Habit guidelines.

PURPOSE
At Mill Park Primary School education is seen as a partnership between students, teachers and parents. An integral part of education, in the preparation of students for future learning, is the development of an effective homework routine.

The Middle School Policy at Mill Park Primary School encourages independence and a positive attitude to learning. Homework will be relevant and related to work which has been covered in the class and it is expected that the children will attempt it to the best of their ability. Best outcomes will be achieved when parents and children set aside a special time for homework and take the opportunity to interact during this time.

GUIDELINES
- Homework is another opportunity for parents to participate in their child’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.
- Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school’s homework policy.
- Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self discipline, skills in using out-of-school resources and personal responsibility for learning.
- Middle School students should use homework diaries. Diaries provide a means of regular communication between parents and the school.
- Failure by students to complete homework on a regular basic should be followed up with parents.

IMPLEMENTATION
- Children will consistently practise their reading.
- Children will be encouraged to read a variety of material, e.g. take home books, library books, comics, cereal packets, basketball cards, magazines, newspapers for information.
- Children will be encouraged to practise their times tables regularly to reinforce classroom activities.
- As the recorder is part of the Middle School Curriculum, this too should be practised regularly to revise lessons taken at school.
- Children will be required to learn their weekly spelling words at home.
- A weekly homework sheet is to be completed and handed in to the classroom teacher by the due date.
- Classroom teachers will correct and assess homework and provide timely and practical feedback and support.
EXPECTATIONS

Parents and caregivers can help their children by:

- Encouraging them to take increasing responsibility for their learning and organisation.
- Observing and acknowledging their success and asking how their home and class work is progressing.
- Attending school events, displays or productions in which their children are involved.
- Encouraging them to set aside a regular daily session to read and complete homework.
- Setting an example by reading themselves.
- Contacting the relevant teacher to discuss any problems their children are having with homework.
- Helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves.
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities.
- Checking whether homework for Middle School students has been set and ensuring they keep a diary.
- Reading texts set by teachers. Discussing their child’s response to the texts and asking to see work they complete in relation to these texts, and discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

DEPARTMENT OF EDUCATION AND TRAINING (DE&T)

In the early years (Prep to Year 4) homework should not be seen as a chore. Homework will:

- Enable the extension of class work by practising skills or gathering information or materials in an enjoyable way.
- Mainly consist of daily reading, to, with, and by parents/caregivers or other siblings

This will generally not exceed 30 minutes a day and not be set on weekends or during school holidays
Homework Policy - Senior School

PREAMBLE
Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning. School Councils, in partnership with the principal and teachers and after consultation with parents and students, are responsible for developing and publishing a homework policy consistent with the Homework Habits guidelines.

PURPOSE
At Mill Park Primary School education is seen as a partnership between students, teachers and parents. An integral part of education, in the preparation of students for future learning, is the development of an effective homework routine.

The Senior School policy encourages independence and a positive attitude to learning. Homework will be relevant with a heavy focus on revision of previously taught concepts. It is expected that the children will attempt their homework to the best of their ability. Best outcomes are achieved when parents set aside some time each night for homework and take this opportunity to interact with their child during this time.

Children and parents of children now in Secondary School have commented that one of the hardest aspects of homework at Secondary School is that many items are to be completed overnight rather than over the course of the week or longer. The teachers of Senior School believe that if children and parents set aside time each night for homework that children will develop the study habits necessary to assist them with tasks set at Secondary School.

GUIDELINES
- Homework is another opportunity for parents to participate in their child’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school.
- Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school’s homework policy.
- Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self discipline, skills in using out-of-school resources and personal responsibility for learning.
- Middle School students should use homework diaries. Diaries provide a means of regular communication between parents and the school.
- Failure by students to complete homework on a regular basic should be followed up with parents.

IMPLEMENTATION:
- Children will receive the week’s homework assignment each Friday and this completed work is due in on the following Thursday in Term 1 or Friday in Terms 2, 3 and 4. Children who have any difficulty with aspects of the homework should see their classroom teacher before homework is to be handed in, and not at that time when excuses for unfinished work are often given.
- Children should always have a literature book, or other suitable reading material on hand to read, eg newspaper, magazines. Children will be encouraged to read a variety of reading materials both aloud and to themselves.
- Children should practise their timetables and number facts regularly to reinforce work done in the classroom. The importance of this aspect of mathematics cannot be stressed enough. Children are given a copy of the Maths Facts sheet to assist them.
- At times, unfinished work may be sent home for children to complete.
- The presentation of homework is important and parents and teachers will encourage students to be as neat in the presentation of homework tasks as they would be in the classroom.
- All set homework will be corrected at school
EXPECTATIONS

Parents and caregivers can help their children by:

- Encouraging them to take increasing responsibility for their learning and organisation.
- Observing and acknowledging their success and asking how their home and class work is progressing.
- Attending school events, displays or productions in which their children are involved.
- Encouraging them to set aside a regular daily session to read and complete homework.
- Setting an example by reading themselves.
- Contacting the relevant teacher to discuss any problems their children are having with homework.
- Helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves.
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities.
- Checking whether homework for Senior School students has been set and ensuring they keep a diary.
- Reading texts set by teachers. Discussing their child’s response to the texts and asking to see work they complete in relation to these texts, and discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

DEPARTMENT OF EDUCATION AND TRAINING (DE&T)

In the Middle Years (Years 5 to 9) homework:

- Should include daily independent reading
- May include extension of class work, projects and assignments, essays and research

This will generally range for, 30-40 minutes a day at Year 5 and Year 6.
Library Policy

At Mill Park Primary School the library is a major resource centre. It encompasses information technology, literature and high interest books. The role of the library is to give children and teachers access to a variety of resources to complement their classroom programs.

PURPOSE:
The purpose of the library program is to:

• provide children with an opportunity to develop a love of books and literature
• expose children to quality literature
• provide a wide range of resources for children’s research
• provide a wide range of books for children to borrow
• provide resources to units and classrooms
• provide a central system of cataloguing for all school resources

GUIDELINES:
• The library program will focus on developing the children’s love of literature and books.
• The library will provide a range of material catering to the extensive interests of the children.
• The library will provide resources to facilitate children’s research.
• The library resources will cater for the needs of the whole school.

IMPLEMENTATION:
The library will provide:

• weekly timetabled sessions taken by the classroom teacher.

The library technician will:

• purchase and process new resources.
• oversee the management of the library.
• create a stimulating library environment.
• provide support for classroom teachers on issues relating to the library.
• monitor and update the Metamarc cataloguing system

EVALUATION:
Evaluation of the program will be carried out at:

Classroom level Based on the children’s attitude, interest and involvement in library discussions.

Whole school level Evaluation of the program will be completed annually as part of the minor review process.
Dress Code Policy

PURPOSE:
At Mill Park Primary School we believe a dress code strengthens our sense of belonging, unity and identity. School uniform promotes health and safety by allowing rapid identification of students.

GUIDELINES:
• The uniform is compulsory
• Students are required to wear full school uniform when attending excursions. There will be a no uniform / no excursion policy.
• Children competing in District and out of school hours sports events or representing the school at music performances and excursions will be required to wear the specified uniform items.
• The colour scheme of navy blue and gold will be the prime focus of our uniform.
• The uniform should be smart, durable, safe and comfortable.
• Wherever possible articles of uniform will be gender inclusive.
• For any social, religious or cultural reasons, an exemption may be granted by discussing such issues with the Principal.
• In times of financial difficulty, parents will be encouraged to make arrangements with the Principal regarding provision of uniform items for their children.
• For health and safety reasons some decisions regarding dress will be made by the Principal and publicised in the newsletter.
• Parents will continually be informed about school uniform issues. Information and regulations from the DE&T relating to uniforms will be given to community members, as they become available.
• New items of uniform will be approved by School Council.
• In the parents’ interest all endorsed items of uniform will remain in operation for at least three years.
• School uniform items shall be plain, with no other obvious colour logos or decorative items added.
• Windcheaters, jumpers, bomber jackets, gold t-shirts, navy or gold polo t-shirts will be required to have a school logo present.
• Navy T-shirts are to have a school logo and two gold stripes on collar.
• Footwear should be suitable and safe for all weather, sport and play. For issue of safety, thongs sandals, clogs, dress shoes or shoes with high heels or platform shoes are not allowed. Children are expected to wear socks as part of the uniform for health and safety reasons. Dark navy tights may be worn with dresses in winter.
• The only acceptable jewellery are watches, stud earrings, small sleepers, and plain signet rings. A maximum of two earrings per ear is allowed.
• Hair accessories should be plain coloured and flat to the head. Scrunchies, flat headbands and bobby pins are allowed. Butterfly clips, hair extensions and extreme hair colours (eg. Green, pink, or purple rinses) and/or extreme hairstyles (eg. Mohawks) are not permitted.
• Make up is inappropriate and should not be worn. Clear nail polish is allowed.
• Hats will be compulsory between September and April to maximise protection from the sun (in line with Cancer Council of Australia research findings).
• Sunglasses that meet approved safety standards will be an optional as an eye protection measure. Sunglasses must be purchased from the School Uniform shop to reduce peer pressure issues. All sunglasses are to be named at the point of sale.
• Navy beanies and scarves may be worn between May and August.
• Senior School students will be required to remove their shoes in the Senior School building to maintain maximum protection of the carpets during terms 2 & 3. They may bring sensible indoor shoes / slippers to school for use inside the classroom. Shoes may be left on during Terms 1 & 4 except on wet days.
Dress Code Policy (cont.)

• **Approved Uniform Items:**
  - Navy Windcheaters/Bomber Jackets/Hooded windcheaters/ with logos
  - Plain Navy Pants
  - Gold Polo Collar Shirts with Logo
  - Gold Long Sleeve Polo with Logo
  - Navy Polo Collar Shirt with Logo and two stripes on collar
  - Navy Rugby Tops with Collars.
  - Navy Netball skirts
  - Navy Bike Shorts
  - Navy Culottes/Skorts
  - Navy Shorts
  - Navy Leggings
  - Navy Tunic
  - Navy Blue Gingham Check Dress
  - Navy Legionnaires/ Slouch Hats
  - Navy scarves
  - Navy hats
  - Navy sunglasses

• **Non Approved items**
  - Pants with obvious decoration, ie, zippered and/or buttoned sides, cargo pants, jeans, flared pants, parachute pants.

• **Guidelines for Out of School Uniform days**
  Out of School Uniform Days are a lot of fun for students at Mill Park Primary School and usually occur once a term.

  School Council appreciates student’s adherence to these guidelines. We are striving to ensure that students have fun on these days and that they are also safe from potential accidents, which could otherwise be avoided by wearing appropriate out of uniform clothing.

  Parents and students need to keep in mind that the children’s timetables do not change on these special days. This means that students may still have PE or Art etc. They may also be playing an outside game with their class or participating in creative activities in their classrooms. This may mean that they will be running around playing games or even painting, using glue or clay.

  Mill Park Primary School is also a ‘Sun Smart’ school which means that it is compulsory for children to wear a hat from September to April.

  School Council recommends that on Out of School Uniform Days parents take care to ensure that their child:

  1. Wears activity appropriate shoes on the day - ‘fashion’ shoes with chunky or high heels can be dangerous during physical activity sessions, even at recess and lunchtimes

  2. Wears tops/t-shirts which cover the midriff area and as much of the shoulders as possible

  3. Wears comfortable and sensible pants/skirts to school. Eg. ‘Hipsters’ or mini-skirts may not be appropriate when your child is sitting on the floor or participating in PE

  4. Does not wear T-Shirts with inappropriate language or symbols on them

  5. Wears any hat of their choice on the day
Dress Code Policy (cont.)

IMPLEMENTATION:
• The Uniform shop Co-ordinator will be responsible for purchasing and ordering uniforms.
• School Council will allocate the direction of the spending from the profits made from the uniform sales.
• The Uniform Shop Co ordinator will be responsible for organising the Uniform Shop roster.
• Items of school uniform will be available from the uniform shop at least twice a week. An ordering system will operate. A minimum amount of stock will be kept.
• Commemorative windcheaters will be offered to students as an additional uniform item to Year 6 students at the end of year 5.
• For students not wearing uniform parents will be required to supply a note on that day.

EVALUATION:
The policy will be evaluated annually via the minor review process.
Senior School Sport Policy

PURPOSE:
• For selected Senior School students who demonstrate a high level of skill to participate in Interschool Sport Competition.
• For all other Senior School students to participate in an alternative sports program.
• To demonstrate and develop good sportsmanship amongst the students.
• To help the students develop and foster school pride.

GUIDELINES:
• Students will be continually encouraged to participate in sporting activities to increase confidence and enjoyment in sport.
• Students will be provided with the opportunity to develop and maintain skills through training and participating in sporting teams or the alternative program.
• Students will develop a knowledge and understanding of teamwork, fair play, rules and umpiring procedures together with safety considerations and precautions.
• All Senior School students will be given the opportunity to try out for a sport of their choice.
• Senior School students will have the opportunity to participate in a variety of sports organised by the Bundoora District School Sports Association or an alternative sports program organized by the school.
• Children will be made aware of rules, adjudication, strategies and teamwork required both within and outside school.
• An Interschool Sports Agreement will be developed to address issues such as:
  ✝ the emphasis on school pride, good sportsmanship, commitment and teamwork
  ✝ the honour of representing Mill Park Primary School
  ✝ the need to have full sports uniform to participate in inter-school sport
  ✝ no homework no sport
  ✝ discipline problems (swearing, fighting, bullying, being entered in to any discipline book at the school by any teacher)
  ✝ misbehaving at a sporting game (bad language, arguing, bad sportsmanship, inappropriate behaviour on a bus, not showing respect to coaches, teachers and parents)
  ✝ the consequences for breaches of discipline
• Senior School teachers will be required to coach a team. Other teachers could be used if the need/ interest / expertise arises.

IMPLEMENTATION
• Try-outs for Interschool sports will occur prior to the competition starting.
• It will be the responsibility of each coach to organise weekly training sessions and team selections.
• Training sessions can only be cancelled prior to the day.
• Senior School or other teachers will be required to coach a team.
• A cost will be charged to cover bus, supervision, equipment, and umpiring costs.
• An interschool sport date and venue roster will be provided for all Senior School students.
• The rules of the respective games will be given to the teachers and coaches to gain a better understanding of the game.
• Selection for Interschool Sports teams will be based on high level of skill and sportsmanship
• Students who do not represent the school will participate in an alternative sports program.
EVALUATION:
• A process review will be conducted at the end of each season for staff and students. Opportunities to improve the program will be implemented.
• The program will be evaluated through the school’s minor review process.
• Issues arising from the Senior School Sports Program will be raised at Unit/Management/ Staff/Class Meetings and addressed immediately.
• Any issues or problems arising from the Interschool Sport competition can be addressed at the termly district meetings. The Sports Coordinator is required to attend these meetings.
Refund Policy

DEFINTION:
To reimburse parents for an excursion/incursion.

PURPOSE:
The School Council has the responsibility for monitoring school funds and ensure that a fair and reasonable process for managing refunds is developed and implemented. Refunds are to be kept to a minimum so that programs do not run in the red.

GUIDELINES:
• No refunds under $10.00.
• Refunds will be approved by the Principal, Assistant Principal or Business Manager.
• Request for refunds must be in writing no more than 7 days after the event.
• A full refund will only be paid when accompanied with a medical certificate.
• 50% of the fee will be refunded if no medical certificate is provided.
• Deposits are non refundable.
• Refunds will be made payable by cheque to the parent/s.
• All voluntary contributions are non refundable.
• When an event is cancelled by the school or organisation all paid monies will be credited towards a forthcoming excursion/incursion.

EVALUATION:
This policy will be reviewed annually.
Volunteers Policy

DEFINITION:
Volunteer school worker means a person whom without remuneration or reward voluntarily engages in school work.

RATIONALE:
Volunteers add significantly to the human resources available to the school, and consequently they deserve encouragement, effective management, support and recognition. The school aims to maximise the number and variety of effective volunteers who contribute to our school.

GUIDELINES:
• Volunteers will be sought formally through the newsletter, written invitations and personal approaches, as well as informally through conversation and opportunity.
• Volunteers will be provided with training before commencing the volunteer role to help them carry out their tasks at school in an effective manner.
• Volunteers will be required to participate in a short briefing prior to working at the school – Occupational Health & Safety, Privacy, Anti Discrimination, Equal Opportunity etc.
• Volunteers are required to carry out tasks in a manner consistent with school expectations, including maintenance of a professional, cooperative and confidential working environment.
• Volunteers will not be required to carry out tasks with which they are not capable.
• Volunteers will be required to work with and support all children within a class if requested.
• Volunteers must be invited to support an event or in a classroom by appropriate staff members.
• Volunteers may be sought to assist with school camps and excursions. School Council requires that volunteers assisting with offsite school camps provide a satisfactory police records checks prior to their participation.
• Individual or groups of volunteers will be acknowledged in the newsletter, publicising their contributions to the school.
• Volunteers will be required to register at the administration on their first volunteer visit. Volunteers will be invited to use staff toilets.
• Volunteer workers undertaking schoolwork on behalf of, and with the approval of, the school council or principal are indemnified as to their personal liability in similar terms to teachers.
• A volunteer school worker who suffers injury arising out or in the course of engaging in any school work is entitled to be paid compensation in accordance with the provisions of the Workers Compensation Act 1995.
• A morning tea will be provided in Term 4 to thank volunteers for their contributions throughout the year.

EVALUATION:
This policy will be reviewed annually.

Volunteers may be asked to meet with the Assistant Principal or Principal to discuss any issues or problems that have arisen.
Sunsmart Policy

RATIONALE:
Our SunSmart policy aims to educate the school community to ensure that all students and staff attending this school take responsibility to protect themselves from skin damage caused by the harmful ultraviolet rays of the sun. It will be implemented throughout the year but with particular emphasis from September to April.

IMPLEMENTATION:
As part of general SunSmart strategies, our school will:

BEHAVIOUR:
• Require children to wear hats which protect the face, neck and ears whenever they are outside (e.g. recess, lunch, sport, excursions) from September to April.
• Work with the parent community to provide SPF 30+ (or higher) broad-spectrum, water-resistant sunscreen for staff and student use.
• Encourage the daily application of sunscreen before school and prior to the lunch break.
• Encourage children to use available areas of shade for outdoor activities.
• Encourage staff and parents to act as role models by practising SunSmart behaviours.

CURRICULUM:
• Incorporate programs on skin cancer prevention into the curriculum at all grade levels.
• Regularly reinforce SunSmart behaviour in a positive way through newsletters, parent meeting, student and teacher activities.
• Ensure the SunSmart policy is reflected in the planning of all outdoor events (e.g. camps, excursions, sporting events).

ENVIRONMENT:
• Schedule outdoor activities before 11.00am and after 3.00pm during Terms 1 and 4 whenever possible.
• Schedule a hot day timetable when the temperature reaches 35 degrees. This will enable the students and staff to spend their breaks indoors.
• Organise outdoor activities to be held in areas with plenty of shade whenever possible.
• Work toward increasing the number of shelters and trees so as to provide adequate shade in school grounds.

EVALUATION:
The following committees will review the effectiveness of this policy each year - Buildings and Grounds, Dress Code, Integrated Curriculum.

They will:
• Review the SunSmart behaviour of students, staff, parents and visitors and make recommendations for improvement.
• Assess shade provision and usage and make recommendations for increases in shade provision.
• Update and promote curriculum material relevant to SunSmart activities.
Whole School System for Behaviour Management Policy

KEY ELEMENTS:

- All school rules must be reviewed in classrooms
- All classrooms will have their own set of values, vision, mission, rules and consequences which are in line with the whole school approach
- All students to be distributed with a Code of Cooperation booklet at the beginning of the year
- All students must understand what type of behaviour is appropriate and inappropriate in their classrooms and playground
- The whole school values program is designed to develop positive attitudes in students to assist them in their social interactions

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<thead>
<tr>
<th>Level 1</th>
<th>Classroom/Playground Management (see plans attached)</th>
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<tbody>
<tr>
<td></td>
<td>• Every teacher has written classroom and playground plans which include the purpose, sequence and consequences that will be implemented by the teacher if inappropriate or dangerous behaviour has occurred. Informal meetings with parents may be held.</td>
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<tr>
<th>Level 2</th>
<th>Discipline Meetings</th>
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<tbody>
<tr>
<td></td>
<td>• Structured meetings involving parents and class teacher/Unit leader will occur when a child’s name is entered in the Unit’s Discipline Book three times or immediately if the breach of conduct is of a serious nature.</td>
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<tr>
<th>Level 3</th>
<th>Persistent Misbehaviour</th>
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<td>• Structured meetings involving the student, parents, teachers, Assistant Principal and agencies (where appropriate) will occur.</td>
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<th>Level 4</th>
<th>Suspension</th>
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<td></td>
<td>• If misbehaviours persist the student may be suspended from school.</td>
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<td></td>
<td>• Ongoing suspensions will be reported to Region to determine appropriate consequences.</td>
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Whole School System for Behaviour Management Policy (cont.)

STUDENT WELFARE/BEHAVIOUR MANAGEMENT FOR CLASSROOMS

PURPOSE:

• To develop and maintain a positive and caring learning environment which encourages mutual respect
• To provide a learning environment in which all students reach their full potential

1. WARNING GIVEN
   You will be given a warning by the teacher

2. NAME ON WHITEBOARD
   Your name will be written on the whiteboard

3. TIME OUT
   You will be asked to do your work by yourself in another part of the room

4. SENT OUT OF THE ROOM
   You will be sent to another classroom for the remainder of the day. Your teacher will enter your name in the Unit Discipline Book.

5. FOR SERIOUS OFFENCES
6. FOR MINOR OFFENCES

   1. NAME ENTERED IN THE UNIT DISCIPLINE BOOK
      If your name is entered in the Unit Discipline Book three times, it will be placed into the School's Discipline Book

   2. NAME ENTERED IN THE SCHOOL DISCIPLINE BOOK
      If your name is entered three times your parents will be notified

   ➞ APPROPRIATE CONSEQUENCES
MEETING ORGANISED
A meeting with yourself, your parents, classroom teacher and Assistant Principal will be held

POSSIBLE SUSPENSION
If offences continue you may be suspended

POSSIBLE EXPULSION
The school and Region will determine appropriate consequences
STUDENT WELFARE / BEHAVIOUR MANAGEMENT
FOR THE PLAYGROUND

PURPOSE:

- To ensure that misconduct in the school yard is dealt with in a consistent manner

PLAYGROUND

SERIOUS  NOT SERIOUS

MAKE SITUATION SAFE DISCUSSION, WARNING, ETC

SEND OFFENDING CHILD TO THE OFFICE APPROPRIATE CONSEQUENCES

REFER TO OFFICE/ADMIN AT END OF DUTY

CHILD COMPLETES MISCONDUCT SHEET

DISCUSS ISSUE WITH CHILD

APPROPRIATE CONSEQUENCES

NAME ENTERED IN THE SCHOOL DISCIPLINE BOOK

THREE TIMES IN BOOK – PARENTS NOTIFIED

If offence is serious – PARENTS NOTIFIED IMMEDIATELY
MEETING ORGANISED
A meeting with yourself, your parents, classroom teacher and Assistant Principal will be held

POSSIBLE SUSPENSION
If offences continue you may be suspended

POSSIBLE EXPULSION
The school and Region will determine appropriate consequences