

BEHAVIOR MANAGEMENT POLICY

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1 POLICY STATEMENT

CAPS Coolgardie staff will use several different approaches to manage inappropriate behaviors. CAPS Coolgardie teachers will be expected to address inappropriate behavior using a variety of discipline techniques. They will identify and address the antecedent causes of behavior. Teachers will manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. Teachers will use the CAPS Coolgardie value system as opportunities for teachable moments and positive reinforcement. Frequent parent contacts will provide opportunities for teachers and parents to work together to problem-solve when behavior problems occur.

2 WHO IT APPLIES TO

It applies to all staff, parents and student at CAPS Coolgardie

3 PROCEDURES

3.1 Management of behavior

At CAPS our approach to discipline will primarily be preventative. Teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most serious violations – those that put students and/or the school or hostel in serious physical danger – will be considered grounds for expulsion.

3.2 Expectations for Time on Task

Classroom distractions are not to be tolerated. CAPS will not allow one or a few students to hold back an entire class. During orientation week we will introduce our students to a zero tolerance policy on classroom disruptions. If students are disruptive or off-task, they are subject to the disciplinary actions. The staff cohort and families should expect to have parent conferences regularly during the school year as children become familiar with CAPS expectations.

3.3 Establishing a positive classroom environment

The benefits of the creating a positive environment is that it creates a working relationship between teachers and students that allows cooperation and increases a student's responsiveness to instructions.

The following areas will contribute to a positive classroom environment.

3.3.1 Preparation

- Present a stimulating classroom environment.
- Structure learning - teaching programs and accompanying strategies which are

- appropriate to, and which challenge student needs and abilities.
- Use a variety of strategies.
- Be on time, start lessons promptly and positively.
- Present work to students in the manner that you would like to receive it from them - model expectations.

3.3.2 Build positive relationships

- Adopt a positive and caring approach
- Communicate the rights and responsibilities of students in the classroom.
- Be firm, fair and consistent.
- Reinforce positive behavior

3.3.3 Classroom management

- Discuss successful solutions to problems.
- Interact with students outside the classroom.
- Know the student's - names, interests, abilities and backgrounds - and use this information as a positive resource.
- Be a good listener and observer.
- Take time before you respond to a student's behavior
- Do not push a student into a situation where they do not have a choice regarding the consequences of their behavior.
- Promote a team environment but provide individual attention.
- Give students responsibilities.
- Challenge students to achieve to the best of their academic ability and provide opportunities for students to develop personal responsibility and their self-esteem.

3.3.4 Teacher intervention

When disruption occurs in the classroom, use classroom strategies to resolve difficulties. The focus is on making the student aware of their behavior and the consequences while expecting changes in their behavior, and on minimising the escalation of conflict.

3.3.5 Classroom strategies

- Remind students of their rights and responsibilities.
- Be firm and fair in the application of rules.
- Focus on the behavior, not the student as this makes it personal, e.g. "John if you continue to talk to other students whilst lining up will result in a detention? Instead of John there must be something wrong with you because you keep talking on the line and if you do you are going to get a detention.
- Focus on prevention rather than reaction (e.g. plan ahead for potential difficulties, modify lesson plans, re-arrange seating)
- Listen to students and acknowledge their experience
- Look for opportunities to reinforce appropriate behavior.

3.3.6 Teacher support

- If difficulties persist, staff are encouraged to seek support from peers and deputy principal and principal

3.3.7 Out of school Problems

Some students may attempt to be disruptive in school due to a number of problems over which the school has no control, e.g. family break-up, death in the family. Although out of the school problems are not acceptable reasons for failing to adhere to school rules, they may cause distress to students and may affect work output and is something we need to take into account when dealing with student behavior choices. Such students should be referred to a deputy or Principal

3.4 Teacher expectations

3.4.1 The classroom

1. A considerable amount of positive feedback is required.
2. Show respect and courtesy to the class. Always remember to say please.
3. Discuss classroom rules and behaviour guidelines with the class.
 - Display these rules in the class.
4. Communicate your expectations to your students.
5. Be consistent in enforcing and reinforcing your rules. If calling out is not allowed - Don't allow it! Students become confused and class relationships are weakened if students are ignored at times and reprimanded on other occasions. Students feel "picked on" and become resentful if the same misdemeanour one day gets a warning and on another day gets a behaviour slip.
6. Establish routines and practice them
7. Ensure that you are always punctual.
8. Deal quickly and effectively with disruptions. They can spread quickly and create an unpleasant classroom atmosphere
9. Provide positive reinforcement for appropriate
10. Proximity praise: When a student is misbehaving, praise at least one other student, who is in close proximity to the misdemeanour, for behaving appropriately; praise the misbehaved student immediately they do something appropriate; prompt or redirect the student to return to activity; quietly enquire as to the reason for the misbehaviour.
11. A range of consequences need to be available that emphasise the responsibility of the student and give a student a choice. Never back a student into the corner.

3.4.2 Effective teachers

The effective teacher;

1. Offers leadership and is positive to the children.
2. Is seen to be fair and concerned about the children.
3. Is decisive. Not entering into argument/discussion with children over decisions made.
4. Calmly insists on compliance and implements the consequences consistently when instructions are not followed promptly.
5. Is seen to be dealing with the problem that occurs in his/her class.

6. Is planned and prepared and teachers programming meet individual needs.
7. Reinforcing behaviour responsibilities, academic achievement and standards
8. Ongoing evaluations to improve the program.
9. Never personalise the statement

3.5 Roles and responsibilities of staff in student Behavior Management

3.5.1 Classroom teacher

- Establish positive rapport.
- Ensure students understand them and consequences for misbehavior.
- Develop a behavior management file with rules, consequences and seating plans
- Be fair and consistent in application of rules.
- Keep regular contact with parents/care giver through communication logs
- Provide an engaging and appropriate curriculum that addresses the needs of all students.
- Implement and monitor the school rules on dress code, chewy etc.
- Monitor attendance, behavior, community service and homework completion (refer concerns to deputy or Principal)
- Enter negative behavior into SEQTA as soon as possible.
- Always note down praise points
- Monitor behavior

3.5.2 Form teacher

- Monitor attendance, behavior, community service and homework completion (refer concerns to deputy or Principal).
- Hand out communication logs and collect
- Establish positive rapport with students.
- Implement and monitor the school rules on dress code, chewy etc.

3.5.3 Parent/Guardian contact

- Teachers should maintain communication with parents through the communication logs. It is appreciated that it can be very time consuming but experience shows that parents and teachers communication is invaluable.
- Teachers are reminded that they are to inform the deputy or Principal that they are going to do a parent interview and seek assistance when conducting the interview
- All parents must organise teacher meetings through the admin team at the front office.

3.5.4 Deputy and Principal

- Establish a short-term withdrawal system (subject withdrawal) within the classes.
- Provide support for classroom teachers.
- Refer students to time out.
- Organise counseling opportunities through the chaplain or outside agencies.
- Maintain contact with parents of students.
- Manage and coordinate the Enrichment Program.

- Maintain data on types of behavior, suspensions etc.
- To suspend a student from college on advice from, and in consultation with, deputy principals, and in accordance with CAPS Coolgardie policy
- Arrange and supervise the internal suspension of students (Time Out).
- Coordinate the CAPS Coolgardie student management program and ensure that the documentation is complete.
- Ensure that the teachers are familiar with the student Behavior Management Policy.
- Organise professional development to assist teachers to develop effective classroom management.
- Contact and interview parents/care givers.
- To make application for exclusion of a student from this college should management strategies continue to fail.

3.6 Classroom management procedures

3.6.1 Suggested Framework

Within the framework below it is understood that teachers will adopt individual strategies for classroom management remembering that it is the behavior of which we are disapproving not the student. Students for minor offences will receive 2 warning before receiving a detention. Other major offences receive a detention immediately but follow the steps after issuing them if behavior persists.

STEP 1: Teachers need to analyse their present situation asking themselves the questions. “What am I doing? How do I react when students misbehave? Do I shout, threaten, ignore, exclude, criticise, blame entire class, insult, etc?” If what I am is not working, stop and seek advice from colleagues

STEP 2: Give a positive reinforcement, show you are interested, and demonstrate positive expectations of students and personal recognition and identify the behavior choice that has occurred and provide a warning and provide choices – **Minor offence.**

Major offence - Give a positive reinforcement, show you are interested, and demonstrate positive expectations of students and personal recognition and identify the behavior choice that has occurred and give a detention and provide choices

STEP 3: If the behavior persists then identify the behavior choice that has occurred and provide a warning and provide choices. – **Minor offence**

Major offence - Give a positive reinforcement, show you are interested, and demonstrate positive expectations of students and personal recognition and identify the behavior choice that has occurred and give a detention and provide choices.

Major offences - If the disruption continues making confrontation inevitable, remove the student from the situation and isolate in the classroom “until you can work it out.” In many cases the teacher and the student will resolve the situation. If student continues to be disruptive follow STEP 7, STEP 8 and STEP 9

STEP 4: If the behavior persists then identify the behavior choice that has occurred and give a detention and provide further choices. – **Minor offence**

STEP 5: If the behavior persists then identify the behavior choice that has occurred and give a further detention of 10 minutes and provide further choices. – **Minor offence**

STEP 6: If the disruption persists making confrontation inevitable, remove the student from the situation and isolate in the classroom “until you can work it out.” In many cases the teacher and the student will resolve the situation.

STEP 7: If the situation cannot be resolved then the student should be referred to the deputy principal or Principal. Teacher should send a reliable student with a note to collect a member of administration This will be dependent on who is free. If both deputy and Principal are unavailable than student should be buddied into the Deputy or Principal class and if they are unavailable than student should be buddied with another teacher.

STEP 8: Student will be considered to be in time out. See the time out steps for more information.

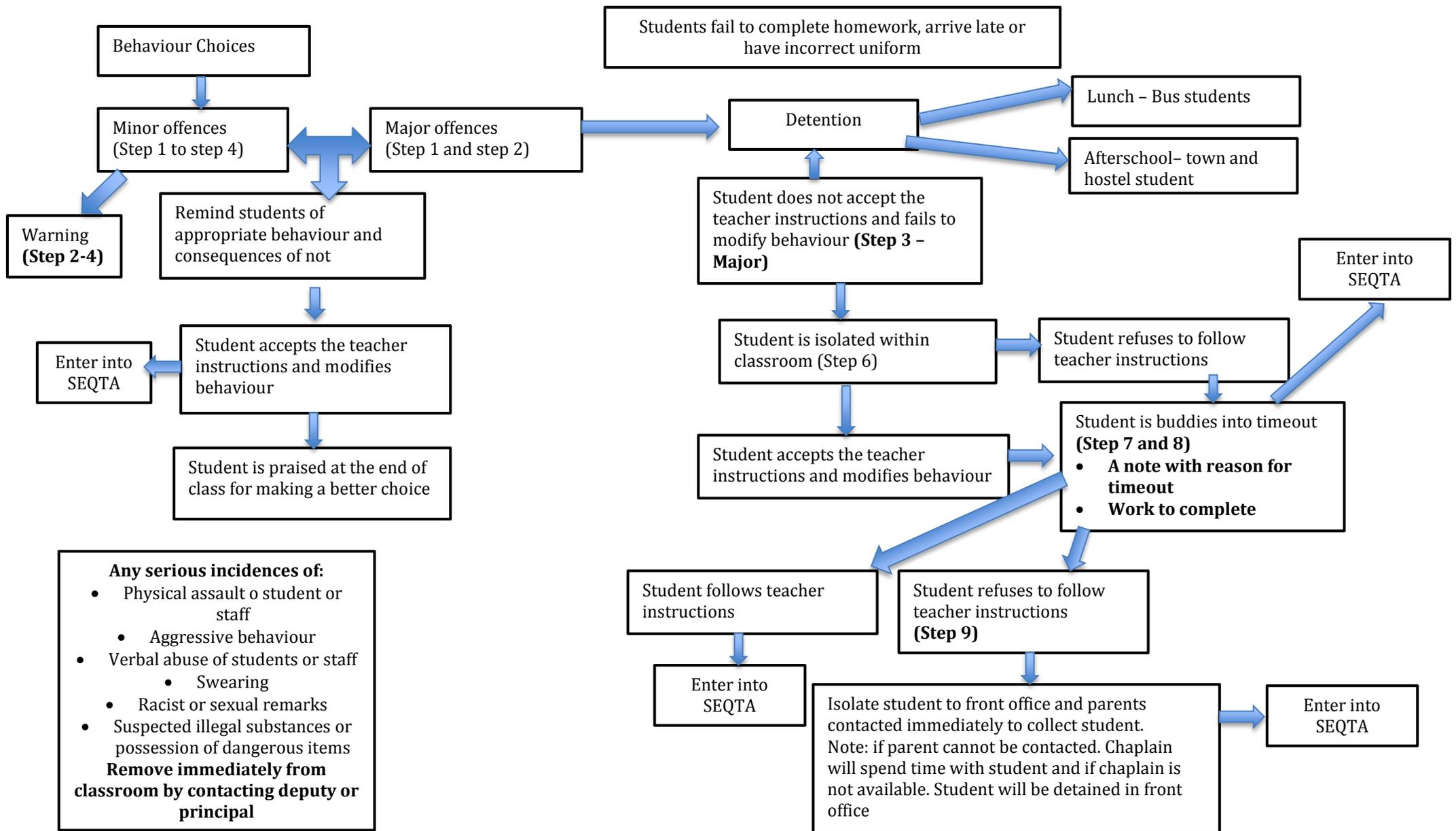
STEP 9: If the student continues to persist in inappropriate behavior choice in the buddied class than student should be escorted by a free teacher to front office to be isolated and parents/guardians contacted.

STEP 10: Enter details into SEQTA

NOTE: A student that is involved in the following:

- Physical assault or intimidation of staff.
- Verbal abuse or threatening of staff.
- Physical assault or intimidation of other students.
- Suspected illegal substance.

The student should be removed from class and escorted by Deputy or Principal or teacher that does not have a class.



3.6.2 Time out steps

1. Give student Time Out rules to read. This is all the student does in their first hour to enable REFLECTION about their actions.
2. Fill in Attendance. All teachers for the day need to continue this recording if student is not in your class than they should be marked absent.
3. Commence white Time Out Behavior Monitoring Sheet. You must fill in both sides of this sheet. Tick each step that you have done. (See Appendix).
4. Enter into SEQTA
5. Notify all teachers via email.
6. Give the student the time out reflection form (see Appendix). (SECOND HOUR IN).
7. Assist the student to complete this, if necessary.
8. Notify the relevant teacher of the student's completed reflection form.
9. Notify the relevant deputy or principal of the completed reflection form
10. The deputy or Principal will come to release the student back to class.
11. After the contract has been completed, student's starts on his/her work.

3.6.3 Time out rules

Appropriate Behavior (rules displayed in Time Out Room –Appendix) includes:

Time Out is a place for students who have made serious breaches of college rules. It is a place to silently reflect on your actions and how to avoid the same behavior occurring again.

First Hour For the first hour students must sit quietly and reflect on the actions that caused them to be in Time Out. This must not have any materials other than these Time Out Rules.

Second Hour Students are to complete contract. After the contract has been completed, students may work on schoolwork only.

3.6.4 General Rules

1. Hats must not be worn inside. Bags are to be left at the table near the door.
2. Students must sit facing the wall with knees under the desk and with feet on the floor.
3. Students must remain silent. No talking or any form of noise or communication is allowed.
4. Students may only speak or move from their desk with the permission of the supervising Time Out teacher.
5. No food or drink is allowed. An exception may be water in a clear container if permitted by the supervising Time Out teacher.

3.6.5 Writing Implements

1. Students will need to use a pen or pencil to complete their Time Out Contract.
2. Pens or pencils may be used for schoolwork only.

No communication between students is allowed.

3.7 Time out procedures

1. Students are allowed to go to the toilet during official breaks only.
2. Students are taken to recess during recess
3. Students are taken to lunch during lunch
4. If students are refusing to follow instructions in Time Out, call the relevant deputy or principal if deputy or Principal in in charge than they will administer the necessary behavior management process.

3.8 Detention steps

1. Give student detention rules (see Appendix) to read.
2. Give student detention form and assist the student to complete this, if necessary.
3. If students finish the detention form before detention finishes they will write lines based on scripture and if they complete this will complete homework.
4. Access SEQTA and tick that detention has been completed.

3.8.1 Detention rules

Appropriate Behavior (displayed in Time Out Room – Appendix) includes:

3.8.2 General Rules

1. Hats must not be worn inside. Bags are to be left at the table near the door.
2. Students must sit facing the wall with knees under the desk and with feet on the floor.
3. Students must remain silent. No talking or any form of noise or communication is allowed.
4. Students may only speak or move from their desk with the permission of the supervising teacher.
5. Students must raise their hand.
6. No food or drink is allowed. An exception may be water in a clear container if permitted by the supervising teacher.

3.8.3 Writing Implements

1. Students will need to use a pen or pencil to complete their detention form, lines and homework
2. Pens or pencils may be used for schoolwork only.

No communication between students is allowed.

3.9 Detention procedures

1. Students are allowed to go to the toilet during detention.
2. If students are refusing to follow instructions additional time will be added. Students get no warnings if they do not follow rules
3. If a student continues to be disruptive during detention class after and are ignoring # 2 than their behavior can lead to suspension.

3.10 In school suspension steps

3.10.1 First day

1. Give student suspension rules (see Appendix) to read. This is all the student does in their first period to enable REFLECTION about their actions.
2. Front office will indicate that student is on an in school suspension.
3. Notify all teachers via email.
4. The student commences writing lines for the second period. (Bible verse)
5. The student commences math and literacy worksheets for the third and fourth period.
6. The student commences copying of dictionary words from A to Z for the fifth period.
7. The student commences to fill in the suspension form and filling out behavior contract for the sixth period.
8. If the student does not complete his/her tasks it will be completed after school during detention.

3.10.2 Second day and more

1. Give student suspension rules (see Appendix) to read. This is all the student does in their first period to enable REFLECTION about their actions.
2. Front office will indicate that student is on an in school suspension.
3. Notify all teachers via email.
4. The student commences writing lines for the second period. (Bible verse)
5. The student commences set work given by the teacher for the third to fourth period.
6. The student commences copying of dictionary words from A to Z for the fifth period.
7. The student commences reading for the sixth period.
8. If the student does not complete his/her tasks it will be completed after school during detention.

Note: students may be able to attend English or Math classes because of the explicit teaching required. Allowing such an arrangement will depend on the principal decision.

3.10.3 In school suspension rules

Appropriate Behavior (displayed in the room – Appendix) includes:

In school suspension is a place for students who have made serious violations of CAPS Coolgardie expectations. It is a place to silently reflect on your actions and how to avoid the same behavior occurring again.

Each period will have a set task that needs to be completed which will include;

- Read suspension rules
- Write lines
- Complete worksheets
- Write dictionary words
- Silent reading or completing suspension form and behavior contract

3.10.4 General Rules

1. Hats must not be worn inside. Bags are to be left at the table near the designated detention seat.
2. Students must sit facing the wall with knees under the desk and with feet on the floor.
3. Students must remain silent. No talking or any form of noise or communication is allowed.
4. Students may only speak or move from their desk with the permission of the supervising teacher.
5. No food or drink is allowed. An exception may be water in a clear container if permitted by the supervising teacher.
6. No graffiti on desk or rubbish left under table. The area should be as clean as you found it.
7. Violation of rules will result in detention
8. Non-completion of tasks during in school suspension will be completed after school during detention.

3.10.5 Writing Implements

1. Students will need to use a pen or pencil to complete their work.
2. Pens or pencils may be used for schoolwork only.

No communication between students is allowed.

3.11 In school suspension procedures

1. Students are allowed to go to the toilet during class time only.
2. If students are refusing to follow instructions additional time will be added. Students get no warnings if they do not follow rules.
3. If a student continues to be disruptive during In school suspension their behavior can lead to suspension.

3.12 Disciplinary Offences

A disciplinary offence is a violation of the school's Code of Conduct and occurs while the student is at school and/or on school grounds; is participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school, including the safety of the student, other students, or staff members.

The list of punishable offenses is not exhaustive, but provides examples of prohibited conduct (see table below). The school's rules and regulations may be supplemented by teachers' rules for their classes and other school events.

These are not limited to, but include:

- Exclusion from non-core classes
- Being sent to the office
- Calling parents/guardians
- Administrator/Parent/Student meeting
- Administrator/Student meeting
- Behavior Plan and contract
- Before or after school detention
- Alternative volunteer service (e.g., cleaning school yard, gardening and canteen duty etc.)
- Community Conferencing/Restorative Justice
- Counselor/Parent meeting
- Counselor/Student meeting
- Year Level or class switch
- Guidance/Counselor referral
- In-School suspension
- Loss of Incentives
- Lunch detention
- Parent Shadowing
- Peer Mediation
- Reflective essay (topic to be selected by teacher or administrator)
- Restriction of participation in after school and/or extracurricular activities
- Friday detention
- Seating plan
- Time Outs (**please note that all timeouts must be supervised. That is a teacher must be able to see the student at all times**)
- Teacher/Parent meeting (e-mail, letter, telephone)

3.13 Detention process:

- Students who receive 3 minor offences during a week attend an afterschool detention and must fill out a character reflection form
- Students who receive a Major offence attend an afterschool detention and must fill out a character reflection form
- Students who receive 3 major offences during the week attend Friday detention and must fill out a character reflection form.

3.14 Detention days and times

Homework Detention or Homework improvement class:

Students who do not complete all of their homework assignments on any given day or who have chronic homework issues may be assigned to Homework Detention after school. Homework detention will run from 3:30 to 4:30 pm Tuesday and Thursday.

During Homework Detention students will need to complete the work they missed and may be assigned other tasks. Parents are responsible for arranging transportation for students who need to stay for homework detention, and the school will work with the parent to explore all potential options.

Friday Detention:

Students who demonstrate a repeated pattern of misbehavior or break the school's rules in a particularly acute way may be assigned to a longer detention that takes place on Friday afternoon from 1:30 to 3:30. During this detention, students may receive additional academic help, and they may also have to write apology letters, talk to a teacher or administrator, research and/or plan a solution to remedy the impact their behavior had on the school community.

Late Detention:

Students who arrive late for school or class will be required to stay for Late Detention. Late Detention runs for 15 minutes Monday to Friday.

Behaviour and other detention:

Students who commit major offences in class or school will attend afterschool detention from 3:30 to 4:30 Monday to Friday. It will be up to the discretion of the Deputy and Principal as to what days.

Please note; we will endeavor inform you if a child will need to stay late via a phone call or text.

Repeated infractions

Repeated infractions resulting in demerits and/or detention may lead to suspension and repeated suspensions may lead to expulsion. Suspended students are not entitled to participate in school activities.

In addition, any breaches of state or federal law may be handled in cooperation with the police department or other authorities.

Students may be removed from class and/or school immediately if the student's presence in school or class poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process.

In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties may consider, among other things, the student's prior disciplinary record.

3.15 Detention schedule example - 2014

Day	Time	Detention type	Student cohort
Monday	Lunch	Misbehaviour/late/uniform/homework	Bus
	Afterschool	Misbehaviour/late/uniform/homework	Hostel and Coolgardie
Tuesday	Enrichment	Misbehaviour/late/uniform/homework	All
Wednesday	Lunch	Misbehaviour/late/uniform/homework	Bus
	Afterschool	Misbehaviour/late/uniform/homework	Hostel and Coolgardie
Thursday	Lunch	Misbehaviour/homework/late/uniform	Bus
	Afterschool	Misbehaviour/homework/late/uniform	Hostel and Coolgardie
Friday	Afterschool	Recurring and major offences	All

3.16 Procedures for Disciplinary Action: Consequences other than Suspension or Expulsion

If a student commits an offense that calls for a time-out, detention, school service/cleaning or other in-school disciplinary action (other than in-school suspension), any staff member may impose an appropriate consequence. When this occurs:

3.16.1 Summary of steps

- The staff member addresses the conduct and assigns an appropriate consequence onto SEQTA.
- If necessary, the student is removed from class

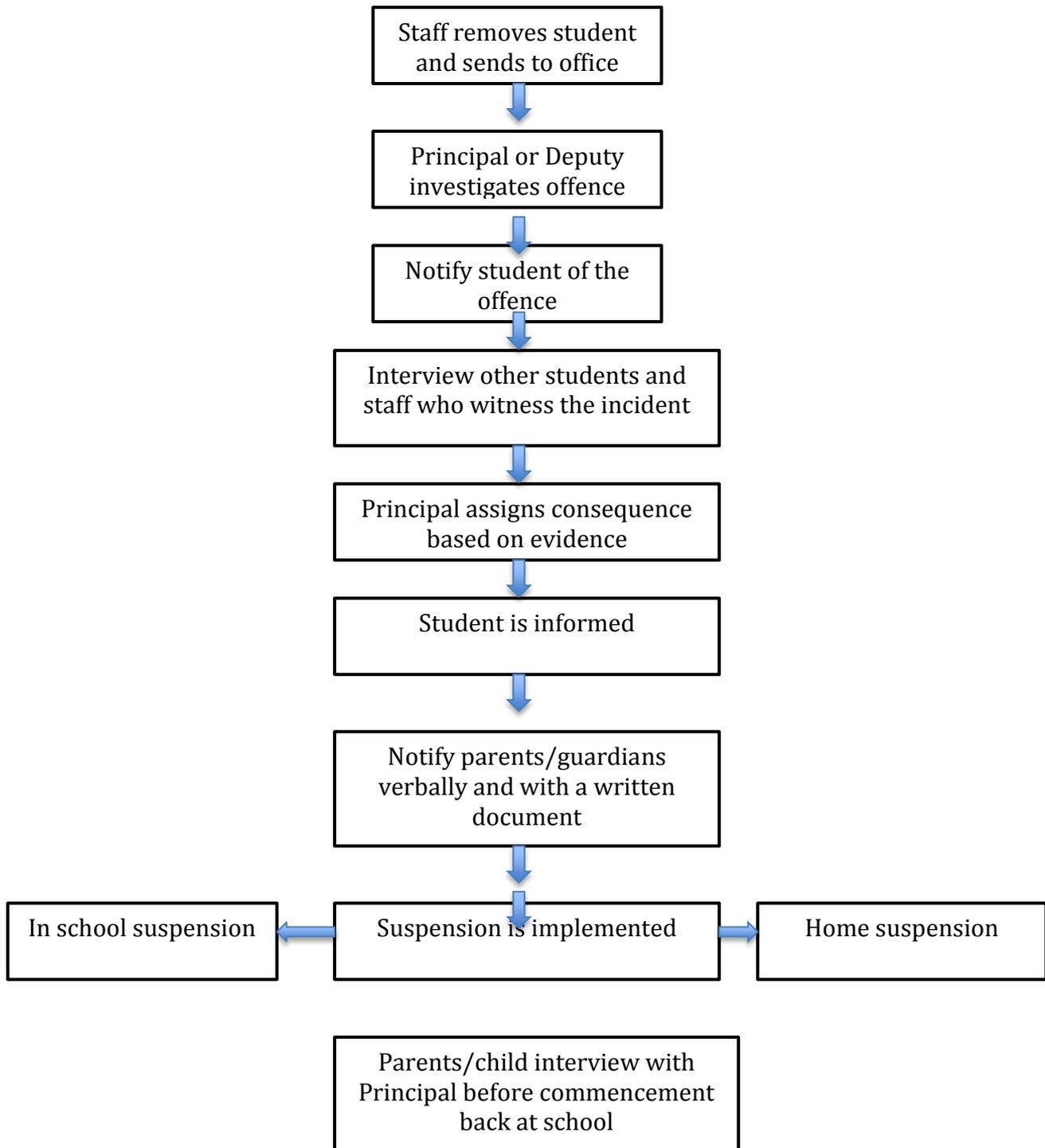
- Consequences are implemented as set out in the disciplinary table. Additional consequences can be made at the discretion of the principal or deputy.
- The staff member may refer the matter to the principal for review and possible additional disciplinary action
- If the incident is not resolved or occurs again, further disciplinary action is taken; a parent or guardian may be required to meet with the Principal prior to a student's return to school.

3.17 Suspension Procedures for Disciplinary Action: Short-Term Suspension. If a student commits an offense that calls for short-term suspension (5 days or fewer):

3.17.1 Summary of steps

- If necessary, the student is immediately removed from class and/or school;
- Notify the student of the charge(s)
- The student is entitled to respond to the charges against him/her;
- Accept information from the student and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the problem.
- Determine the accuracy of the charge(s) based on the information.
- The Principal addresses the conduct and assigns an appropriate consequence;
- Inform the student of the suspension and the reason(s).
- The parent/guardian is notified by the Principal or Deputy verbally on the day of the incident, this is dependent on who investigates the incident, and followed up by a written letter within 48 hours of the decision to impose suspension at the last known address informing him or her of the suspension, the reason for the suspension, the length of the suspension and the student's right to return to school at the end of the suspension, and any conditions for that return.
- A parent or guardian will be required to meet with the Principal regarding suspension prior to a student's return to school.

4 Flow Chart Suspension procedures (5 days or less)



4.1 Procedures and Due Process for Disciplinary Action: Long-Term Suspension or Expulsion

4.1.1 Summary of steps

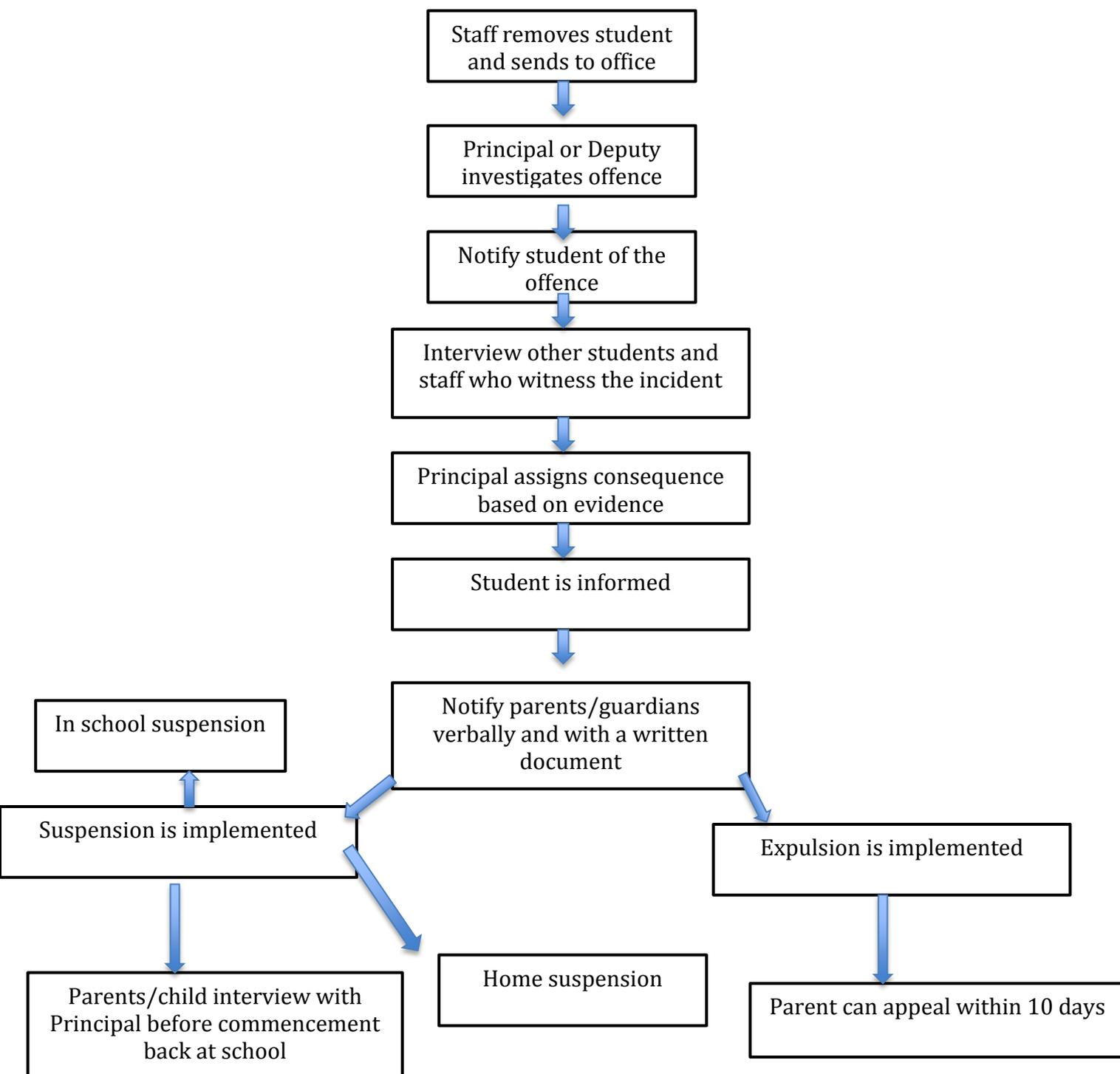
If a student commits an offense that calls for long-term suspension (more than 6 to 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school;
- Notify the student of the charge(s)
- The offence will be investigated, Accept information from the student and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the problem.
- Determine the accuracy of the charge(s) based on this information.
- The parent/guardian is notified by the Principal or Deputy by phone call on the day of incident, which is dependent on who investigates the incident, and followed up by a written letter within 48 hours to the parent or guardian informing him or her of the suspension and parent meeting date. A copy of this notification is filed in the student's cumulative folder in the school.

4.1.2 Disciplinary action – expulsion

- After hearing the case, the Principal issues a written decision to be sent to the student, the parent/guardian, the school's Board, and placed in the student's permanent record;
- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board within 10 days of the date of expulsion;

5 Flow Chart Suspension/expulsion procedures (6-10 days or expulsion)



5.1 Special Notes Concerning Suspension

Suspension days shall be counted as follows:

- The day the student left school should be counted as a part of the suspension provided he/she was denied class participation before 12 pm of that day.
- The suspension shall terminate at midnight on the day listed as the last day of suspension.
- Times when school is not officially scheduled are not to be counted as part of the suspension time.

5.1.1 Make Up Work for Suspension

Students who are suspended shall be offered make-up work assignment. It is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. If it is an in school suspension teachers are responsible for providing class work. In the case of long-term suspensions unless other arrangements are made, teachers are to give work in two-week increments, and students must complete and return work before receiving additional work.

5.1.2 Participation at School and School Related Activities

Students who have been suspended from school shall not be eligible to participate in any school functions for the entire period of their suspension and reward excursion activities. School sporting teams and student council will determine participation and code of conduct criteria and consequences for suspensions.

5.1.3 Repeat Offenders

Students who continue to be suspended whether in-school or short or long term may be expelled from CAPS Coolgardie.

The following **table** illustrates potential disciplinary offences and corresponding consequences as well as positive behavior choices.

Description	Demerit	Detention	Duration
Talking or side conversations	Minor	If 3 minor offences occur	Warning
Calling out	Minor	If 3 minor offences occur	Warning
Poor transition behaviour	Minor	If 3 minor offences occur	Warning
Out of seat	Minor	If 3 minor offences occur	Warning
Off task	Minor	If 3 minor offences occur	Warning
Telling another student what to do	Minor	If 3 minor offences occur	Warning
Unprepared for class:	Minor	If 3 minor	Warning

homework folder and stationary		offences occur	
Negative body language	Minor	If 3 minor offences occur	Warning
Slow to respond to directions	Minor	If 3 minor offences occur	Warning
3 minor offences	Minor	Lunch or afterschool	30 minutes
*Consistent minor offences can result in a detention			
Skipping detention	Major	Lunch or After school	Double the original detention time
Chewy	Major	Lunch or After school	30
Refusal to participate in class activities			
Sleeping in class	Major	Lunch or After school	30
Graffiti on folders and classwork	Major	Lunch or After school	30
Passing notes	Major	Lunch or After school	30
Late to class	Major	Lunch or After school	15
Late to school	Major	Lunch or After school	15
Failure to hand in communication log	Major	Lunch or After school	20
Breaking dress code	Major	Lunch or After school	15
Deliberately disrupting class	Major	Lunch or After school	30
Talking back when given a direction	Major	Lunch or After school	30
Poor behaviour in detention	Major	Lunch or After school	5 minutes additional each poor choice
Spitting	Major	Lunch or After school	30
Refusal to follow directions or do work	Major	Lunch or After school	30
Not completing homework	Major	Lunch or After school	30
Mocking teacher	Major	Lunch or After school	60 and apology
Saying shut up to student	Major	Lunch or After school	30
Play fighting	Major	Lunch or After school	15
Teasing	Major	Lunch or After school	30 and apology
Walking away from	Major	Lunch or After	

adult		school	30
Bullying	Suspension	Short term	1 to 3 days
Swearing or the use of obscene or abusive language or gestures	Suspension	Short term	1-2 days
Verbal altercation	Suspension	Short term	1 day
Verbal abuse or use of inappropriate language to staff member	Suspension	Short term	5 days
Verbal abuse or use of inappropriate language to student	Suspension	Short term	1-2 days
Attempt to assault any student or staff member	Suspension	Short term	10 day
Leaving school grounds without permission	Suspension	Short term	2 days
Vandalize school property causing minor damage	Suspension	Short term	1-3 days
Endanger the physical safety of another by the use of force or threats of force	Suspension	Short term	1-3 days
Engage in conduct which disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others	Suspension	Short term	1-3 days
Fail to carry out directions, or comply with disciplinary sanctions. E.g. if a student refuses to attend detention or listen to teachers repeated instructions	Suspension	Short term	1 day
Steal, attempt to steal, or possess property known by the student to be stolen	Suspension	Short term	1-5 days
Engage in acts of verbal or physical sexual harassment	Suspension	Short term	1-5 days
Commit any other act which school officials			1-3 days

reasonably conclude disrupts the learning environment of the school	Suspension	Short term	
Repeatedly commit minor behavioural infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action	Suspension	Short term	1 day
Commit, or attempt to commit arson on school property	Suspension	Long term	10 days or expulsion
Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school	Suspension	Long term	10 days or expulsion
Assault any other student or staff member	Suspension	Long term	10 days or expulsion
Possess or use alcohol, tobacco, or other forms of illegal drugs.	Suspension	Long term	10 days or expulsion
Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury	Suspension	Long term	10 days or expulsion
Commit any act which school officials reasonably conclude warrants a long-term suspension	Suspension	Long term	10 days or expulsion
Vandalize school property causing major damage	Suspension	Long term	10 days or expulsion

5.2 Classroom economy system - Incentive based system in the classroom

Note: For Primary, Mathew and Mark high school classes.

- Students will be able to earn money for every week that he/she lives up to the CAPS Coolgardie expectations. Students can lose money when they fail to meet the expectations.
- At the start of every term (or every four weeks depending on the class) children are required to nominate a responsibility for a particular job that they would like to do for the determined period. Jobs can be anything from 'teachers assistant' to 'janitor'.
- At the end of the week each child receives a 'wage' on completion of their job. If the job has not been completed, then no wage is given to that child.
- Every child has a 'credit' and 'debit' log to be kept on their desks. The teacher is then able to give out class money in the form of 'credit' and take away in the form of 'debit'. Children can gain money throughout the week through completed homework, excellent attendance and outstanding work ethic or behaviour. Debits are given out throughout the week for poor attendance, homework not being completed and class responsibilities not being met.

Behaviour

A student will not earn money when he/she fails to live up to CAPS Commitment to Excellence. This will be the result if a student violates any of the expectations, persists with problem behaviors, or fails to handle a consequence appropriately. At the discretion of a principal, a student may lose a significant number of Scholar Dollars for particularly poor behavior.

Detention tracker

Each staff member will have a detention tracker posted to show students achievement in the areas of behaviour, homework completion, attendance and community service.

Homework

Homework is a big part of academic life at CAPS. Each assignment is worth money – it must be neat and completed. If a student does not bring in his/her homework folder, he or she will lose money.

Attendance and lateness

Every day a student is absent or late, his or her money is at stake. Money will be withheld for each day a student is absent and late to school.

Things required: Credit and Debit log, shopping lists, cheques, bank accounts, class cash. It is a good idea to laminate these items to save on printing and photocopying- hence making them re-usable.

Administration Management of the money system

Every Friday pay cheques are given to children and they can choose to 'bank' their money in a personal account or cash it for class 'cash'. If they wish to cash their money a 'shopping list' is given which they can fill out and tally their money- they may then shop the following Monday (This prevents long lines and helps children manage their money more effectively). Children can buy things such as school supplies, vouchers and fun bits and pieces. They can choose to save their money to buy more expensive items. Children also have 'wallets' where they can keep their class cash that they did not wish to bank.

The pay-checks will be calculated weekly.

Students can use the money earned to participate in the following:

- **Term strips/events/activities** - Students can use money to participate in school-based activities and can buy free time. For example, Friday afternoon of fun: Bowling, rock climbing, Movies, Open Gym, computer access
- **Shop** - Students can use Scholar Dollars twice a term to bid on items at the school shop.

The Announcement for end of school primary trip will take place in term 2, at night and with a special presentation.

The following **table** illustrates potential merit descriptions for positive behavior choices.

Description	Merit	Praise point, Certificate or prize
Public displays of positivity	Merit	Praise point and certificate
Picking up rubbish voluntarily	Merit	Praise point and certificate
Handing back lost property	Merit	Praise point and certificate
Helping other classmates	Merit	Praise point and certificate
Great paired or group work	Merit	Praise point and certificate
Great participation	Merit	Praise point and certificate
Forgiveness of classmates	Merit	Praise point and certificate
Telling the truth	Merit	Praise point and certificate
Patience in a challenging situation	Merit	Praise point and certificate
Positive displays of leadership	Merit	Praise point and certificate
Quick response to directions	Merit	Praise point and certificate
Intense focus during class	Merit	Praise point and certificate
Hard work in class	Merit	Praise point and certificate
Sticking to it when things get tough	Merit	Praise point and certificate
High standard of work	Merit	Praise point and certificate
Academic achievement	Merit	Praise point and certificate
90% achievement in homework completion, behaviour, attendance and community service	Merit	Praise point and certificate

Completing homework	Merit	Praise point and certificate
Exceptional kindness to others	Merit	Praise point and certificate
Supporting a another classmate to complete work	Merit	Praise point and certificate
Improvement in behaviour, work and homework	Merit	Praise point and certificate
100% attendance, homework completion, community service and behaviour for term	Merit	Certificate
100% attendance, homework completion, community service and behaviour for the year	Merit	Prize

5.3 Teacher Management Strategies For Computer Labs

Teachers need to monitor students closely at all times.

5.3.1 On Entering the Room

- Students must not enter the room until the teacher arrives to monitor entry.
- Students must leave their bags at the front of the room, away from the computers.
- Teachers should allocate seating, using an designated seating plan, and separate difficult students on entry.
- Teachers should seat students of concern where they can be monitored closely.

5.3.2 During the Lesson

- Students must fill in the login sheet with their name and the number of the computer they are using. **(See attached)**. Each student will sign in at each terminal. (So that the information of previous users will be there for next teacher) * Exception will be for the Kindergarten class, as the teacher should know users from the seating chart.
- Students must report any equipment faults and/or vandalism to their teacher ASAP.
- Teachers need to list any faults and/or vandalism found on entry in the Computer Problems file on the teacher desk.
- Students may inadvertently be blamed for the faults/vandalism if this is not done.
- Students must ask permission of their teacher before changing computers, and fill in the login sheet again.
- Students must not touch equipment at other work-stations.
- Students must not eat in the room.
- Students must not bounce on the chairs or wheel them from one area to another while still seated.
- Teachers need to monitor what programs students have open, as they will try to hide them.

5.3.3 On Leaving the Room

- Students are to pick up all paper from floor and desks and put in the bin.
- Students are to push chairs in neatly at each work station.
- Teachers should check for any graffiti added to desks, chairs, keyboards, monitors & under desks.
- Teachers should do a final check of keyboards for missing keys, and that the mouse is visible at each computer.
- Teachers need to check that the login sheet is still on the side of every computer.

6 Mobile phones policy

Students are not permitted to carry a mobile phone to school. If there is a family emergency parents are encouraged to contact the school. The school will not be responsible for lost or stolen phones, and if the phone rings or is seen during the school day, it will be confiscated. The only way a student may get a confiscated phone back is by bringing in a parent or guardian to retrieve it.

Bus students are to hand phones into the bus driver before they leave the bus. The bus driver will lock the mobile phones and any other valuable items into a toolbox.

7 Bus policy

In order to create a safe environment for our CAPS coolgardie students we place importance on a strong discipline policy. This policy must be upheld *at all times*, including on the school bus.

7.1 Bus Behavior Expectations

Students at CAPS Coolgardie must recognise that riding in the bus is a privilege, not a right. Therefore, the privilege of riding in the bus to and from school or during excursions may be denied to any student who consistently misbehaves while on the bus.

- Students are expected to enter the bus quietly and remain in their seat. There will be a designated seating plan for all students.
- Students are not allowed to get up for any reason, until the bus has arrived at a complete stop.
- Students are expected to keep their, comments, hands and feet to themselves at all times (includes abusive language)
- Students are not allowed to consume any food or drinks in the bus.
- Students are not allowed to destroy or damage or damage bus property.
- Students are expected to maintain conversations at a moderate tone.
- Students are expected not to yell or throw any objects from windows.
- Students are expected to keep all body parts (arms) inside the bus at all times.

7.2 Bus Discipline

Students at CAPS Coolgardie who choose not to follow the bus behavior expectations will receive the following disciplinary actions:

- *1st write-up: Warning*

- Letter or Call home to parents*
 - School Detention*
- *2nd write-up: Loss of bus riding privileges for 1 full day*
Letter and Call home to parents
- *3rd write-up: Loss of bus riding privileges for 2 full days*
Conference with parents
- *4th write-up: Loss of bus riding privileges for 3 full days*
Possible permanent loss of all bus riding privileges
Conference with parents
- *5th write-up: Loss of bus riding privileges for remainder of the year.*
Conference with parents

Write-ups may come from the bus driver and/or any school staff member. Write ups will be the result of 3 warning about inappropriate behavior. However students who damage bus property, throw objects from the bus window or in the bus, use abusive or inappropriate language or eat food on the bus will face immediate consequences.

Fighting on the bus will result in suspension. If fighting occurs for a second time, bus-riding privileges will be permanently lost.

In addition, any behaviour that disturbs or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus (including throwing things out of the window or using reflective devices to distract drivers, etc will face immediate consequences.

8 Bathroom Policy

At CAPS, a common hand signal will be used school-wide to indicate the immediate need to use the bathroom. The common hand signal is the formation of a T. Students are allowed to use the bathroom at the teacher's discretion and are encouraged to go during independent work time, not when a new lesson is being taught. Students will generally not be allowed to use the bathroom during the first five minutes and last five minutes of class. We ask parents to notify the school if a child has a unique medical need requiring special bathroom accommodations.

School bathrooms must be kept extremely clean by all students and those who do not leave bathrooms cleaner than they found them may lose the right to go to the bathroom unsupervised; in such cases, students may need to be escorted to the bathroom by a teacher or staff member. In addition students who have been found responsible for vandalizing or damaging property due to irresponsible behavior will have immediate consequences.

Students will have an official bathroom pass. Students must go to the front office and sign out for the toilet key. Students must take the bathroom pass with them. Classes will have no more than one pass. Students should go immediately to the bathroom and directly back.

In the kindergarten division, teachers may also take students as a group to the bathroom during specified times of the day.

Students outside of class (K-12):

Because CAPS wants to maximize class time and minimize both distractions and the chance for poor behavior, students should rarely be outside by themselves during class time. There are only four times when students should be outside:

- 1) A student (or a class) is being escorted by a teacher.
- 2) A student has CAPS Coolgardie office pass or bathroom pass and is going to or from the bathroom or office.
- 3) A student has arrived after 8:35 A.M. and has a late pass from reception.
- 4) A student or group of students has earned the right to transition on their own. In this case, this should be communicated clearly to the rest of the staff.

Teachers should ask any student in the school why they may be outside of class. If the reason isn't legitimate, the teacher should politely escort the student back to class and figure out if the student indeed had permission.

9 Dress Code

Students are required to wear the CAPS uniform every Monday through Friday. Students will be held out of recess on any day they arrive dressed out of uniform and a teacher will call home to the family that afternoon.

In addition, the CAPS dress code consists of the following regulations:

- A student must have the correct uniform on at all times including school excursions.
- All CAPS shirts must be tucked in at all times.
- All pants must be an appropriate size and fit. Cannot go below hips.
- A student must have the correct uniform (PE kit) for Physical Education classes. A student will wear the correct school uniform but change into their PE kit during lunch or recess.

Students who arrive to school without the correct uniform must be referred to front office for a replacement uniform.

Note: A student who informs the school through a note, text message or phone call will not receive a detention. The note, text message or phone call must inform the form teacher the time that the student will not have the correct uniform item as well as reason.

Students may not wear the following:

- Jeans or Denim
- Jackets or jumpers (**except during cold weather where school has not provided the necessary resources**)
- Pants that have graffiti or holes
- Open toed shoes, sandals, or high-heeled shoes
- Stretch pants or leggings
- Pants that sag below the waist
- Bandanas

- Wearing Hats in class or when lining up
- Jewellery (earrings are not allowed for boys; they are allowed for girls but can be no larger than the size of a 5 cent piece, no name earrings)
- Fake nails
- Sleeper or studs and no facial piercing
- No coloured nail polish, only clear nail polish **(it needs to be removed before attending school)**
- Makeup **(it needs to be removed before attending school)**
- No makeup
- Long sleeves
- “Silly Bands”
- Any additional items that the school feels are distracting to students

(See the student dress policy for more detail)

10 Toys, Games & Gadgets

Students are not permitted to bring toys of any kind to school. All toys, cards, games and electronics not specifically authorized by the School Principal will be confiscated and returned only to parents and guardians at a scheduled meeting.

Exceptions can be those that reflect or involve the school curriculum, such as curriculum, as determined by teachers such as presentations. Example would be show and tell for primary classes.

10.1 Personal Belongings

Students at CAPS Coolgardie are not allowed to have the following items at school:

Chewy
Lollies
Cool drink
Any illegal substance
Weapons and toy weapons
Stuffed animals or dolls
Nintendo DS, Sony PSP, or any other electronic toys
iPods, mp3 players
Jewellery (in accordance with dress code)

As such, CAPS Coolgardie will not be responsible for lost or missing items on the list above, as students are not permitted to bring them to school.

10.2 Confiscation and return of unauthorised items

If a teacher or staff members sees a student with unauthorised, non-academic material, the teacher or staff member will take the item from the student (“second chances” or warnings will not be given) and give that item to the main office staff with a note saying which student had the item, what staff member took it, and the date it was taken. The main office staff will label items and keep them in a locked area.

To get the item back, a parent will need to come to the front desk to pick it up during the hours of 8:30 AM to 4:30 PM. Items will not be returned directly to students.

10.3 Bike and Scooters

Bikes and scooter will be required to be stored into the shed near the library before 8:30am and picked up after school.

10.4 Lockable toolbox

Students who have valuable items can ask the PE teacher to lock them into the toolbox before Physical education class.

No graffiti on bodies, clothes, stationary or work

Students who have been found to breach these expectations will be asked to clean of the graffiti if on skin, if on homework will need to either rub off or resubmit and clothing will need to be cleaned or new clothing to be purchased.

11 Greeting Guests During Class

When other teachers, administrators, visitors, etc. enter a room, students should simply remain focused on their work. It is not okay for all students to say, "Hi, Mr. Johnson" or otherwise greeting guests during class. The teacher will allocate one student or the whole class, depending on teacher approach, to greet a visitor. Students should know that visitors are there to see them learn.

Last Names:

Students should call all adults in the building (teachers, interns, office staff, after-school teachers, school custodians, etc.) by their last names at all times. Mr, Mrs and Miss.

Class Names:

At CAPS Coolgardie classes will be called by Bible names. Therefore, instead of saying, "Ms. Johnson's class" or "year 7" ... we will say "Mathew" or "Mark"

The Classroom teachers will choose a memory verse that describes their vision for the class and decorate the room with paraphernalia from the college they attended.

Students should know where that college is located, famous alumni, etc. Students should also be able to quickly answer the following questions: What year are you graduating from high school? What year are you graduating from university? Why are you at this school? (To get a great education so I can go to college and have a great job and life to glorify the Lord!)

Students should also be able to recite the schools core values.

12 Appendices

Appendix 1: Detention form

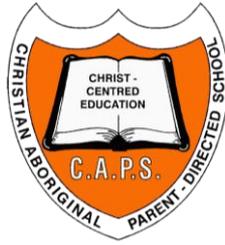
Appendix 2: Timeout reflection form

Appendix 3: In school suspension rules

Appendix 4: Time out rules

Appendix 5: Student behaviour contract

Appendix 6: CAPS Coolgardie Computer Sign in Sheet



Appendix 1

Name _____
Class _____

Date _____
Teacher _____

Detention form

Answer the following questions. Ensure you answer all parts of the question

Refer to your character feedback sheet. What is the reason you are in detention today. Start with I statements. E.g. I did not listen to the teacher.

What value of CAPS character sheet did you fail to do? How did this action impact your learning community (teachers and/or students)?

Have you done detention for a similar reason? If so what has been the greatest challenge to preventing you from doing the right thing?

What actions have you taken to prevent this issue from happening? Which has been helpful and which has not been helpful?

If you do the same thing again, how will it affect you?

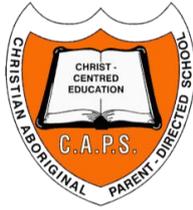
What would you do better in the future?

Choose the value you failed to show. For example, you did not listen or discipline yourself. What can you do to improve in this area? Explain.

Pick the time of day you believe you are most successful? When/where does this occur?
What are the things which make this time work best for you?

What is one habit listed above that you can use to stop you from making a poor behavioural choice?

If you finish early, you are expected to read or do homework



Appendix 2

Time out reflection form

"I am responsible for my own actions"
Please ask the Time Out teacher if you need help.

STUDENT: _____ TEACHER: _____

DATE: _____ TIME: _____ PERIOD: 1 2 3 4 5 6

The steps that led to me being in Time Out are:

1. _____
2. _____
3. _____
4. _____
5. _____

The main thing/s I did wrong were ---

1. _____
2. _____
3. _____

Next time I will ---

1. _____
2. _____
3. _____

STUDENT SIGNATURE: _____ DATE: _____

TEACHER SIGNATURE: _____ DATE: _____



Appendix 3

In school suspension rules

Appropriate Behavior (displayed in the room – Appendix) includes:

In school suspension is a place for students who have made serious violations of CAPS Coolgardie expectations. It is a place to silently reflect on your actions and how to avoid the same behavior occurring again.

Each period will have a set task that needs to be completed which will include;

- Read suspension rules
- Write lines
- Complete worksheets
- Write dictionary words
- Silent reading or completing suspension form and behavior contract

General Rules

1. Hats must not be worn inside. Bags are to be left at the table near the designated detention seat.
2. Students must sit facing the wall with knees under the desk and with feet on the floor.
3. Students must remain silent. No talking or any form of noise or communication is allowed.
4. Students may only speak or move from their desk with the permission of the supervising teacher.
5. No food or drink is allowed. An exception may be water in a clear container if permitted by the supervising teacher.
6. No graffiti on desk or rubbish left under table. The area should be as clean as you found it.
7. Violation of rules will result in detention
8. Non-completion of tasks during in school suspension will be completed after school during detention.

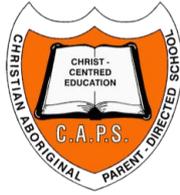
Writing Implements

1. Students will need to use a pen or pencil to complete their work.
2. Pens or pencils may be used for schoolwork only.

No communication between students is allowed.

In school suspension procedures

1. Students are allowed to go to the toilet during class time only.
2. If students are refusing to follow instructions additional time will be added. Students get no warnings if they do not follow rules.



Appendix 4

TIME OUT RULES

Time Out is a place for students who have made serious breaches of CAPS Coolgardie expectation. It is a place to silently reflect on your actions and how to avoid the same behaviour occurring again.

First Hour

For the first hour students must sit quietly and reflect on the actions that caused them to be in timeout. They must not have any materials other than these Time Out rules.

Second Hour

1. Students are to complete contract.
2. After the contract has been completed, students may work on **school work only**.

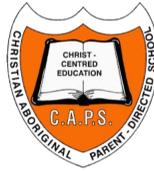
General Rules

- 1- Hats **must not** be worn inside. Bags are to be left at the table near the door.
- 2- Students **must** sit facing the front of their desk with feet on the floor.
- 3- Students **must** remain silent. No talking or any form of noise or communication is allowed.
- 4- Students may only speak or move from their desk with the permission of the supervising Time Out teacher.
- 5- No food or drink is allowed. An exception may be water in a clear container if permitted by the supervising Time Out teacher.

Writing Implements

- 1- Students will need to use a pen or pencil to complete their Time Out contract.
- 2- Pens or pencils may be used for **schoolwork only**.

No communication between students is allowed

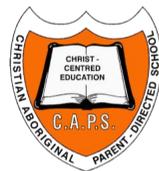


Appendix 5

STUDENT BEHAVIOUR CONTRACT

DATE: _____

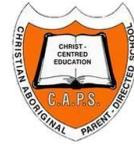
PERIOD	STUDENT BEHAVIOUR	TEACHER ACTION	Teacher Signature
FORM			
1			
2			
RECESS			
3			
4			
5			
6			



STUDENT BEHAVIOUR CONTRACT

DATE: _____

PERIOD	STUDENT BEHAVIOUR	TEACHER ACTION	Teacher Signature
FORM			
1			
2			
RECESS			
3			
4			
5			
6			



Appendix 6

CAPS Coolgardie Computer Sign in Sheet

Computer No. _____

Date	Period	Student's Name	Please report faults to Teacher and record the faults (if any) during use For example: Computer did not start up after logging in