



BEHAVIOUR MANAGEMENT POLICY

SCRIPTURAL CONTEXT

*“Blessed are the peacemakers for they shall be called the children of God.”
Matthew 5:9*

PURPOSE

At St Patrick’s Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore, all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.

POLICY FRAMEWORK

We believe that Pastoral Care:

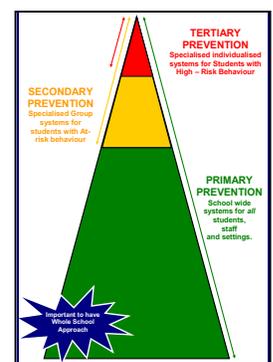
- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

Education is the process of helping each individual discover their own uniqueness, potential and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions.

“When Christians say that they believe in Jesus Christ and the Christian way of life above all other realities then it is the priority, time, energy and selflessness given to these beliefs that determines whether they are authentic values. The history of Christianity is replete with the lives of saints and martyrs who really valued Jesus Christ, his teachings and way of life. They are the greatest examples of how to focus on Christian values and behaviours. That is, if you want to know what a person values, then look at how they behave. It takes a certain skilful and disciplined way of looking at the world to see the real values that underpin everyday actions.” *Foundation Values for Catholic Identity and Mission, 2016*

DEFINITIONS

- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- *Inappropriate Behaviour* is any behaviour that does not meet the school rules and behavioural expectations.
- *Challenging Behaviour* is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students’ and staff capacity to function in a safe and orderly environment.
- *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.



St Patrick’s Primary School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour Support [PBS]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours.

Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

Corporal Punishment by any School Person or non-school person is not permitted.

CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St Patrick's Primary School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at St Patrick's Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS:

At St Patrick's Primary School, we **Respect Self, Respect Others and Respect the Environment**

 All areas at all time we:		
Respect Self <ul style="list-style-type: none">• Be in right place at right time• Listen to teacher• Do your best• Take care of your belongings	Respect Others <ul style="list-style-type: none">• Speak and act with kindness• Keep hands and feet to yourself• Use sensible voices• Include others	Respect Environment <ul style="list-style-type: none">• Care for your belongings• Take care of property

See appendix A and B – for full matrix of behavioural expectations across other settings

PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St Patrick's Primary School community is committed to:

- Teach,
- Practise,
- Apply, and
- Acknowledge the behavioural expectations as outlined above.

The St Patrick's Positive Behaviour Support (PBS) Team will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours. PBS Team will feedback to all staff at twice a term (or as required) at staff meetings and via email.

See appendix C & E for Specific procedures and processes for TEACHING AND PRACTISING Behavioural Expectations

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

- Stage Team develops their own systems of acknowledgement and reinforcement within their pod for example extrinsic reward systems, points, stickers, star chart, intrinsic motivation etc
- Body Language Strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgment – recognition of how behaviours effect others, single word utterances, praise, descriptive encouraging etc
- Class visits sharing of work / achievements
- Verbal recognition of individuals or groups of students after lunch, afternoon tea or school events
- Being chosen for responsibilities / jobs

- Awards at school assembly
 - **Student of the Week:** One student is chosen from each class to receive this award. This involves a student who has shown exemplary behaviour, a solid work ethic and/or academic achievement.
 - **Merit Award:** One student is chosen from each class to receive this award. The Merit Award is linked to a specific learning achievement in the classroom. This student is chosen because they have attained a learning goal.
 - **Making Jesus Real Award (MJR):** Two students are chosen each week by nominated staff to receive this award. This involves a student who has displayed characteristics of the MJR focus of the week.
 - **Star of the Month-** Each classroom teacher chooses one student each month to be awarded Star of the Month. This person is chosen for setting a positive example to their peers by displaying Christian attitudes and/or exemplary work ethic. A photo is taken of each student and this is displayed in a prominent position before being sent home.
 - **Reason to smile stickers for demonstrating appropriate behaviours (App.F)** – all staff make use of the Reasons to Smile Stickers during class and playtime to recognise children who are demonstrating appropriate behaviours. Each class teacher can devise their own method for storing / collating these to suit.
- End of Year Awards- Teachers nominate names of students who exemplify Behavioural Expectations and school values consistently throughout the year for the following awards.
 - **Religious Education & Christian Living Awards-** This award is presented to two senior students for their open commitment to practising their faith and displaying Christian values.
 - **Class Spirit Awards-** This award is presented to one student in each class. These students always show a positive attitude towards school and display Christian values.
 - **Humanitarian Awards-** These awards are presented to two students from Years One to Six. These students display a strong sense of justice and always help others without being asked and show compassion towards others.
- Rewards Afternoon- At the end of each term, students who have not received a Work On It slip or any serious incidents throughout the term will have the opportunity to attend a Reason to Smile Rewards Afternoon. The rewards may include movie, dancing, outdoor activities...

PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS, RECORD KEEPING AND DECISION MAKING

St Patrick’s Behaviour Management Policy and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective management of the school for the benefit of all.

Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting student’s behaviours, staff are encouraged to use the Restorative Practice process.

Minor [teacher managed behaviours - classroom / playground] inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”

Major inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others. The consistent and repeated occurrence of minor behaviours may also be considered as major. (App.G)

<p>Minor inappropriate behaviours are recognised as:</p> <p>any low intensity behaviour that does not meet the “School Rules and Behaviour Expectations”.</p> <p>Teacher Managed Behaviours</p>	<p>Major inappropriate behaviours are recognised as:</p> <p>deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others</p> <p>May include repeated minor.</p>
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Minor	‘Work On It’
<ul style="list-style-type: none"> Rough play (non-serious but inappropriate physical contact) 	<p>Short Time Out - In Library during afternoon play session. (Principal / Assistant Principal / Nominated Delegate to supervise)</p> <ul style="list-style-type: none"> Behaviour reflection sheet to be filled in by student and discussed. Continued poor behaviour choices: 3 ‘Work on Its’ parents phoned by supervisor. 4 or more “Work on Its”: Student to see student counsellor Parent’s involved Student passport created for individual needs. All staff to be informed if a student is on a passport. This is to be communicated confidentially via email. Casual teachers are to be informed by the Assistant Principal at the beginning of the day they are working at the school.
<ul style="list-style-type: none"> Defiance and disrespect (back chatting, refusing to co-operate, failure to respond to teacher request, being disrespectful) 	
<ul style="list-style-type: none"> Continued disruption in classroom. After in-class management system has been applied. 	
<ul style="list-style-type: none"> Off task behaviours (task refusal, task avoidance, calling out, wandering around the room) After in-class management system has been applied. 	
<ul style="list-style-type: none"> Inappropriate language (At discretion of the incident / level of age). 	
<ul style="list-style-type: none"> Dress (Follow uniform policy) 	
<ul style="list-style-type: none"> Punctuality (late arrival to class). After in-class management system has been applied. 	
<ul style="list-style-type: none"> Technology misuse. (Follow the technology policy.) 	
<ul style="list-style-type: none"> School property misuse 	
<ul style="list-style-type: none"> Other (any other inappropriate behaviour that has low intensity) 	

Major: Use discretion	
<ul style="list-style-type: none"> Physical Aggression 	<p>Student counsellor to become involved and a personalised passport will be created, in consultation with parents, homegroup teacher and other relevant staff.</p> <p>Follow the “Diocesan Suspension and Expulsion” Policy. All staff are to be informed if a student has been suspended or expelled. This is to be communicated confidentially via email.</p>
<ul style="list-style-type: none"> Repeated on going off -task behaviours 	
<ul style="list-style-type: none"> Abusive language 	
<ul style="list-style-type: none"> Theft 	
<ul style="list-style-type: none"> Property damage 	
<ul style="list-style-type: none"> Other any persistent minor breaches 	

Process for Minor Misbehaviours

1. Work On It forms to be kept in the black folders which are kept in each Pod, Staff Workroom and Principal & AP offices. Staff are to collect the folder prior to going on duty.
2. Complete Work On It form if behaviour breaches minor / major behaviour.
3. Work On It forms to be placed on the Assistant Principal's desk.
4. Assistant Principal to collate data and re-share updated spreadsheet with all staff via email.
5. Work On It supervisor will meet with students who need to reflect on behaviour. (Next school day). Work On It forms and reflection sheets will be filed in Work On It Folder. (to be stored in Assistant Principal office.)
6. After receiving 3 Work On Its within the term, parents are notified via phone by the Work On It supervisor. Before a phone call is made to the parents (3 Work On Its) a team; made up of the Principal/Assistant Principal, homegroup teacher and PBS team member will decide whether the behaviours warrant a passport.
7. After receiving 4 Work On Its within the term the student counsellor is to become involved and a personalised passport will be created, in consultation with parents, homegroup teacher and other relevant staff.
8. Work On It forms will start fresh from the beginning of each term.

Process for Major Misbehaviours

1. Student counsellor to become involved and a personalised passport will be created, in consultation with parents, homegroup teacher and other relevant staff.
2. Follow the "Diocesan Suspension and Expulsion" Policy.

REFLECTIVE MATERIALS

- St Patrick's Primary School Anti-Bullying Policy
- St Patrick's Primary School Positive Incentives Policy
- Diocesan PBS Guidelines
- Diocesan Suspension & Expulsion of Students Policy
- Diocesan Violence in Schools Package

LIST OF APPENDICES

- Appendix A – School Rules and behavioural expectations – full matrix
Appendix B – Procedures for Teaching & Communication School rules & Behavioural expectations
Appendix C – Lesson Plan Schedule
Appendix D - PBS Team roles and responsibilities
Appendix E – Procedures for discouraging inappropriate behaviours and data collection and decision making.
Appendix F – Behaviour Reflection Form
Appendix G – Encouraging appropriate behaviour expectations in non-classroom settings (Playground, assembly, excursions, bus duty etc)

This policy was last ratified by St. Patrick's School Board in...	July 2010
Reviewed in...	August 2016

Appendix A – School Rules and Behavioural Expectations – Full Matrix

	Respect Self	Respect Others	Respect Environment
All Areas at all times	<ul style="list-style-type: none"> • Be in the right place at the right time • Listen for instructions • Do your best • Take care of your belongings 	<ul style="list-style-type: none"> • Speak and act with kindness • Keep hands and feet to yourself • Use sensible voices • Include others 	<ul style="list-style-type: none"> • Care for your belongings • Take care of property
Classroom	<ul style="list-style-type: none"> • Learn all you can • Always walk • Sit safely 	<ul style="list-style-type: none"> • Let others learn • Ask to use 	<ul style="list-style-type: none"> • Help keep the classroom tidy • Put things away
Movement	<ul style="list-style-type: none"> • Always walk • Stay in two lines 	<ul style="list-style-type: none"> • Keep left • Allow others to pass 	<ul style="list-style-type: none"> • Stay on paths
Office	<ul style="list-style-type: none"> • Line up quietly • Wait patiently 	<ul style="list-style-type: none"> • Enter and leave quietly • Use your manners 	<ul style="list-style-type: none"> • Close doors
Canteen	<ul style="list-style-type: none"> • Line up quietly • Be ready to order • Always walk 	<ul style="list-style-type: none"> • Wait your turn • Use your manners 	<ul style="list-style-type: none"> • All rubbish in correct bins
Library	<ul style="list-style-type: none"> • Line up quietly • Always walk • Wait patiently 	<ul style="list-style-type: none"> • Say 'please' and 'thank you' • Read quietly • Take care of your books • Return your books 	<ul style="list-style-type: none"> • Tidy and pack up your area before you leave
Playground	<ul style="list-style-type: none"> • Wear a hat • Sit down when eating lunch • Walk on paths and concrete area • Stay in right area 	<ul style="list-style-type: none"> • Line up for sport room • Fair and cooperative play • Include others • Return equipment • Be a good sport 	<ul style="list-style-type: none"> • All rubbish in correct bins • No eating on field or multipurpose court • Look after gardens • Report any problems
Toilets	<ul style="list-style-type: none"> • Always walk • Close the door • Wash Hands 	<ul style="list-style-type: none"> • Give people privacy • Only one person at a time • Leave tidy • Ask the teacher to use 	<ul style="list-style-type: none"> • Flush toilet • Use water with care
Assembly	<ul style="list-style-type: none"> • Always walk • Sit in class lines • Remove hats • Participate in songs and prayer 	<ul style="list-style-type: none"> • Enter and leave area quietly • Use manners • Look at speaker • Clap politely 	<ul style="list-style-type: none"> • Keep area tidy
Bus Lines/ Pick up	<ul style="list-style-type: none"> • Listen for instructions • Remain seated at all times • Take care of your belongings • Stay behind yellow lines • Go to toilets before leaving the COLA 	<ul style="list-style-type: none"> • Use quiet voices • Be prompt to lines • Stay behind bus captains 	<ul style="list-style-type: none"> • Take your belongs with you • No eating on sliver seats in bus bay • Report any problems

****These rules/expectations will continue to be reviewed***

APPENDIX B - PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Teach



PBS TEAM will:-

- prepare the PBS lesson plans, visual supports and home tasks for behaviour expectations following the yearly lesson plan schedule [Appendix B].
- dedicate regular time for PBS communication with staff at Briefings
- distribute lesson plans, visuals and other resources necessary for the PBS lessons to staff at the beginning of each term. These will be kept up to date on the 'staff share'
- review annotated lesson plans in teachers' programs

STAFF will:-

- *explicitly* teach expected behaviours using PBS lesson plans and visual supports embedding it into their teaching program
- *use tracking cover sheet* to record lessons and links to KLAs
- include their lesson plans in PBS section of Teaching Learning Program
- review / critique / evaluate the PBS lesson plans
- save any modified lesson plans to Staff share

WHOLE SCHOOL COMMUNITY will:-

- use language of behaviour – eg PBS section in school newsletter, weekly focus announced at assembly, language of “At St Patrick’s we Respect Self, Respect Others and Respect Environment” used when teaching, acknowledging or reminding students of appropriate behaviours.

Practise



PBS TEAM will:-

- include practising strategies in lesson plans for class teachers to implement
- [may] call for whole school practise times to re-teach expected behaviours as need arises
- organise demonstration / role plays of behaviours at assemblies eg student leadership

STAFF will:-

- practise within the explicit teaching time as outlined in lesson plan and throughout the week as needed

WHOLE SCHOOL COMMUNITY will:-

- encourage expected behaviours to be practised across all settings [eg library, Music, PE, Church, excursions]

Apply



PBS TEAM will:-

- support staff in the application of these behaviours eg feedback at staff meeting regarding lessons, distribution of resources etc

STAFF will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church, hall etc

WHOLE SCHOOL COMMUNITY will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings within explicit teaching
- encourage families to support students when completing PBS home tasks

Acknowledge



PBS TEAM will:-

- acknowledge staff members who are following processes

STAFF will:-

- acknowledge appropriate student behaviours on a ratio of approx 10:1 [acknowledge vs correction] through a variety of means [verbally, non-verbally, extrinsic, etc]
- refer to Appendix D for detailed school wide processes for acknowledging appropriate behaviours.

WHOLE SCHOOL COMMUNITY will:

- acknowledge appropriate behaviours within the whole school setting

APPENDIX C – LESSON PLAN SCHEDULE - 2016 Lesson Plan Overview



**Positive Behaviour Support (PBS)
Making Jesus Real (MJR)
Bounce Back (BB)
Scope and Sequence 2016**

WK	Term 1	WK	Term 2	WK	Term 3	WK	Term 4
	Introducing PBS						
1	PBS: Introduce PBS and All areas & Classroom /library (RFF Wk 2)	1	Respect Self	1	Respect Environment	1	Respect Others
2		2		2		2	
3	Toilets	3	Respect Others	3	Respect Self	3	Respect Environment
4	On the Playground//Bus lines	4		4		4	
5	Canteen	5	Respect Environment	5	Respect Others	5	Respect Self
6	Library	6		6		6	
7	Assembly	7	Respect Self	7	Respect Environment	7	Respect Others
8	Moving around the School	8		8		8	
9	Office	9	Respect Others	9	Respect Self	9	Respect Environment
10	Review	10		10		10	
11							

****PBS Team to revise lesson schedule or amend as the need arises***

APPENDIX D - School Wide Positive Behaviour Support (PBS)

PBS TEAM 2016 Positions

Please note that these positions are fluent. All members of the PBS team will have the opportunity to challenge themselves with new roles. If you came to the meeting and haven't been allocated a role you are still considered a valuable member and your presence at all our meetings will be greatly appreciated.

<p>Chairperson Sheryl / Myles</p>	<ul style="list-style-type: none"> • Develop agenda • Facilitate meeting • Follow up on assigned tasks • Seek input from staff and other committees • Team roles and responsibilities
<p>Recorder Meaghan/ Jess</p>	<ul style="list-style-type: none"> • Keep minutes <ol style="list-style-type: none"> 1. accuracy 2. brevity 3. clarity <p>purpose of minutes: written record of events and decisions for</p> <ul style="list-style-type: none"> • future use • absent members • items to be carried forward to next meeting • distribute minutes to members • notify / remind team members of meeting time and location
<p>Data-based manager Julie / Rachael</p>	<ul style="list-style-type: none"> • Summarise data from previous month • Present update on standard data (eg office referrals by behaviour, locations, grade etc) • Summarise data necessary for any pending decisions (eg effectiveness of new routines / structures)
<p>Communication Coordinator Debbie / Caitlyn</p>	<ul style="list-style-type: none"> • Report progress and data-based feedback to staff • Newsletters, bulletins, staff room display board • Maintain systems of communication with staff • Public postings of expectations
<p>Time keeper / task master Ben / Helen</p>	<ul style="list-style-type: none"> • Monitor agenda items and topics • Keep the group focused and moving during meeting time • Monitor start and finish time
<p>Coach</p>	<ul style="list-style-type: none"> • Provide support and advice around PBS practices

APPENDIX E - PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS AND DATA COLLECTION AND DECISION MAKING

A) Work On It Form

**St Patrick's Primary School
Work On It! You Can Do It!**

Name: _____ Stage: ____ Homeroom: _____

Week / Term _____ Day: M T W TH F Time: _____

Where: _____

Rule: (Circle One)

Respect Self

Respect Others

Respect Environment



Incident: _____

Teacher: _____ Parent: _____

B) Behaviour Passport



Behaviour Passport

You can do it!

YOU CAN RESPECT YOURSELF YOU CAN RESPECT OTHERS YOU CAN RESPECT OUR ENVIRONMENT

BEHAVIOUR CODE	BEGINNER	DEVELOPING	COMPETENT	EXCELLING
	Rarely shows tolerance of others Often teases others Rarely thinks before acting Rarely plays by the rules in the classroom Rarely plays by the rules in the playground Often acts dishonestly and is unfair Rarely treats others with respect Rarely helps others in need Shows disregard for the environment Rarely compliant Often disrupts others while learning	Is sometimes tolerant of others Usually teases others Occasionally thinks before acting Sometimes plays by the rules in the classroom Sometimes plays by the rules in the playground Sometimes acts dishonestly and is unfair Sometimes treats others with respect Sometimes helps others in need Sometimes cares for the environment Sometimes compliant Usually disrupts others while learning	Is usually tolerant of others Sometimes teases others Usually thinks before acting Usually plays by the rules in the classroom Usually plays by the rules in the playground Usually acts honestly and is fair Usually treats others with respect Usually helps others in need Usually cares for the environment Usually compliant Sometimes disrupts others while learning	Always tolerant of others Never teases others Always thinks before acting Always plays by the rules in the classroom Always plays by the rules in the playground Always acts honestly and is fair Always treats others with respect Always helps others in need Always cares for the environment Always compliant Rarely disrupts others while learning

STUDENT NAME: _____ CLASS: _____ DATE: _____

My goal is to: _____

The steps I will take to achieve this goal are;

1. _____
2. _____
3. _____

Playground or Classroom					
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Middle					
Afternoon					

I understand and agree to practice and work toward achieving my goal. I will take responsibility for my choices. I know that my teachers and parents will support me. My behaviour will be monitored for ___ weeks. I understand that achieving my goal may take some time but I will be successful.

Student: _____

Principal/Assistant Principal: _____

Teacher: _____

Parent/s: _____



Behaviour Reflection Form



Major School Rules		
Respect Self	Respect Others	Respect Environment
<ul style="list-style-type: none"> Be in the right place at right time 	<ul style="list-style-type: none"> Speak and act with kindness 	<ul style="list-style-type: none"> Care for your belongings
<ul style="list-style-type: none"> Listen to teacher 	<ul style="list-style-type: none"> Keep hands and feet to yourself 	<ul style="list-style-type: none"> Take care of property
<ul style="list-style-type: none"> Do your best 	<ul style="list-style-type: none"> Use sensible voices 	
<ul style="list-style-type: none"> Take care of your belongings 	<ul style="list-style-type: none"> Include others 	

NAME: _____

DATE: _____

What did I do?

Who did I affect?

What do I need to do to make things right?

What will I do to change my behaviour in the future?

Supervisor _____

APPENDIX G - ENCOURAGING APPROPRIATE BEHAVIOUR EXPECTATIONS IN NON – CLASSROOM SETTINGS (PLAYGROUND, ASSEMBLY, EXCURSIONS, BUS DUTY etc)

PLAYGROUND SUPERVISION (extract from Staff Handbook p 9/10)

Staff members need to ensure supervision of all areas of the playground, be aware of all situations and ensure that the children behave in such a manner that there is no threat to their own safety or to the well-being of others. Staff members are required to wear a hat whilst on duty. If a staff member is not available for a duty, it is his/her responsibility to arrange a substitute. There will be occasions where staff members will be asked to do an extra duty due to an unforeseen event.

Staff members are asked to observe the following points carefully:

1. Be familiar with your duty time and be prompt to the duty.
2. Wear a school-supplied fluoro vest and a hat while on duty and carry hot drinks in a closed mug.
3. Work On It forms to be kept in the black folders which are kept in each Pod, Staff Workroom and Principal & AP offices. Staff are to collect the folder prior to going on duty.
4. Remain on duty until your relief arrives and be constantly moving around the supervising area.
5. Staff members on the same duty are not to be together in the same area.
6. Watch carefully for situations that could lead to accidents.
7. When dealing with an injured child, the duty teacher needs to ensure adequate yard supervision.
8. Major incidents need to be recorded and referred to the Principal or Assistant Principal.
9. Staff members need to enforce the rule 'NO HAT, NO PLAY in the sun' and supervise in shaded area.
10. Teachers are to check the identity of any adult on the school grounds unknown to them.
11. Teachers are to walk their children to the lunch and bus areas, settle children and wait until supervising teacher arrives.
12. Mobile phones are not to be used while on duty.