



STUDENT WELFARE, BEHAVIOUR & DISCIPLINE POLICY

"The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the Board of Studies for registration for the school."

Student Welfare, Behaviour & Discipline Policy is aimed at developing in the children the values and understandings of Unconditional Love, Justice, Dignity & Respect, Trust, Self – Discipline and Openness. Rules and regulations in reference to Behaviour and Discipline specific to a department are referred to in a separate document for each of the following departments: ABC, Primary and High School.

RATIONALE

Caring for Students

Student Welfare refers to the total well-being of the Student. It is a term used to describe both an attitude and process, and is based upon a belief in the dignity of the person. In a school it is expressed through:-

- the development of quality relationships
- the provision of satisfying learning experiences
- the establishment of an effective care network
- the proper guidance of behaviours and discipline

AIM

With the help of Christ, to develop a self-disciplined, motivated desire to follow Him as Lord and Master and to witness for Him by our actions.

Our Student Welfare, Behaviour & Discipline Policy aims to be:-

- liberating – rather than constraining
- tolerant, forgiving and reconciling – rather than rigidly legalistic and condemnatory

We believe that discipline will only be achieved where:-

- human dignity is promoted
- freedom is respected

Human Dignity is promoted when there is:-

- a mutual respect for all members of the School Community
- an acceptance of people for who they are
- A constant promotion of each person's self-esteem
- A constant promotion of each person's individual talents and gifts
- an environment that is supportive and safe, accepts failure and encourages effort
- A belief that courtesy and good manners should be prominent.

Freedom is respected when there is:

- A recognition that freedom equals responsibility
- An acceptance of people as they are, not what others want them to be
- An acknowledgment that sometimes people need to make their own mistakes in order that real learning takes place.
- A respect for the freedom of each student to take a responsible role in his/her education.
- An acceptance by teachers that a responsibility exists for them to teach the students how to be free, and to take responsibility.

Mindful of the fact that children's behaviour may be a response or a reaction to home environment and parenting, teacher behaviour and peer pressure. Recognising that pastoral care for one another is a responsibility of all members of the school community, the following outline is offered to assist teachers fulfil their part in the implementation and management of the School's Student Welfare, Behaviour and Discipline program.

A teacher who encourages students to make a personal acceptance of Christ:

- is sensitive to the different levels of faith development
- allows students to express faith in an individual manner
- shares with parents in expressions of faith
- explores with students the issues in Christian development
- teaches knowledge of Christ as revealed through the Bible
- explores with students the implications of Gospel values in their lives

A teacher who promotes an appreciation of faith in students:-

- explores the meaning of faith commitment
- participates in School activities designed to express and share the faith
- encourages students to witness to Christ
- shares with parents at a faith level
- models commitment to his/her faith
- encourages students to share faith experiences
- encourages recognition of different levels of faith development and faith expression

A teacher who encourages students to explore spiritual growth:

- provides opportunities for students to explore Christianity in action
- allows students to question without being judged
- will participate in School Services and other spiritual events offered by the School
- shares faith development with students

A teacher who encourages students to develop a sense of the religious in their lives:

- marvels at the beauty of nature
- uses opportunities to promote a sense of wonder in God's creation
- helps them to see the pattern of God's creative love to us in our environment

A teacher who encourages a student to have a Christian approach in his/her actions:

- provides experiences of faith in action
- provides opportunities to explore Christian communities in action
- models Christian behaviour in dealing with students
- promotes a sense of belonging to a Christian community

A teacher who encourages a spirit of prayerfulness:

- provides opportunities for prayer using a variety of forms
- encourages expressions of faith in classrooms
- develops a prayerful atmosphere prior to prayer
- uses available opportunities for prayer

A teacher who encourages others to show gratitude:

- encourages a sense of appreciation
- makes a point of thanking students
- capitalises on opportunities for class to express thanks

A teacher who includes parents as a part of the school family:

- is sensitive to the needs of parents, particularly their spiritual needs
- looks for opportunities to include parents in Christian activities
- participates in parent/teacher interviews, information nights, and fellowship afterwards

A teacher who encourages students to show respect for adults:

- speaks with respect to other adults
- speaks with respect about other adults
- provides opportunities for students to interact with adults

A teacher who encourages students to have respect and acceptance of others:

- promotes the acceptance and evaluation of others' opinions
- provides opportunities for older students to act as models for younger students
- promotes respect among students in the classroom as well as in extra-curricular activities
- treats others with respect
- promotes a sense of responsibility for others

A teacher who aims at developing self-esteem:

- encourages students to be self-motivated and self-directed learners
- provides opportunities for students to be self-sufficient
- gives responsibility to students
- treats students with respect
- encourages students in their special talents

- encourages students to be assertive, when appropriate
- accepts students with unconditional positive regard
- gives responsibility to students in decision making

A teacher who promotes respect and consideration for property:

- looks after equipment
- encourages students to take care of texts and equipment
- encourages students to take care of their own books and property
- encourages students to care for their school environment

A teacher who is promoting a caring attitude:

- is a good listener
- encourages students to be considerate
- attempts to remember information or events that are important to the students
- acknowledges that personal problems can affect a student's performance.

A teacher who encourages courtesy, manners and politeness:

- treats students respectfully at all times
- is courteous and polite when speaking to and about other teachers and students
- listens to what students have to say
- allows students to put their point of view

A teacher who promotes good conduct in public:

- models good citizenship and Christian behaviour
- gives appropriate responsibility to students
- praises students for desirable behaviour
- encourages students to model desirable behaviour

A teacher who is promoting good grooming and personal hygiene:

- praises students on their appearance
- sensitively corrects and encourages students
- instructs students in personal hygiene and grooming where appropriate

A teacher who wishes to develop self-control and self-discipline in students:

- models self-control with students
- motivates students to become involved
- corrects inappropriate behaviour sensitively
- explains the means of self-control to students
- praises students who display self-control
- gives students opportunities for exercising self-control
- gives students opportunities to develop responsibility

A teacher who is promoting skills in the area of creativity:

- uses a variety of assessment methods
- accepts ideas without judgment
- establishes a supportive environment and fosters free expression
- values self-expression
- assesses students' work in a variety of mediums
- encourages the use of various methods of self-expression by students
- encourages students to have confidence in their God given abilities.

A teacher who is promoting skills in the area of critical thinking:

- emphasises the method/process as well as the product
- encourages the use of various problem solving techniques
- presents opportunities for student enquiry
- encourages students to hold and rationalise various view-points
- encourages students to demonstrate and justify their problem solving methods

A teacher who is promoting skills in the area of discernment:

- helps students to analyse and choose the most appropriate methods and/or materials from sources available
- provides opportunities for student choice
- helps students to choose appropriate courses

A teacher who is promoting skills in the area of orientating students towards the future:

- offers realistic experiences
- encourages confidence in student's abilities given to them by God
- models co-operation
- builds the confidence of the students and empowers them to make life choices
- makes students aware of career possibilities
- promotes the acquisition of work-related skills
- promotes learning for its own sake

Discipline may be imposed or self-directed. At Sherwood Hills Christian School, a certain discipline is imposed. This is in the form of an essential structure to protect children from harm and to ensure the orderly running of the school as a viable organisation. However, the School considers that self-discipline is a true discipline and is best learned in a caring, Christian environment that looks for the good in its children.

In order to achieve this, emphasis is placed in the following areas:

- Rewarding and highlighting aspects of group or individual behaviour deemed worthy of a person(s) to follow Jesus Christ as Lord.
- Providing students with opportunities which will develop a sense of responsibility
- Encouraging parent- school – cooperation



- Using prayer and Bible reading as encouragement
- Developing within the School a network of care which will provide support and guidance for pupils, parents and teachers.

The Behaviour Policy of Sherwood Hills Christian School requires that:

- All children experience school as a safe and happy environment free from the threat of physical and emotional abuse.
- Each child has the right to be heard and to be treated equally, fairly and justly.
- Responsible rules and logical consequences for breaches of these rules are known to all members of the school community.
- Discipline procedures foster the development of each child having respect for his/her freedom and individuality.
- The approach to discipline be positive, consistently applied and facilitate the development of responsible self-discipline.
- The development and review of behaviour guidelines should be a consultative process with staff of the school taking into account the opinions/ideas of the full school community.
- Supportive relationships are developed between families, teachers and students.
- That along with the rights of the individual goes responsibility of the individual to others.

Student's Rights

All students have the right to be an individual at school.

This means that students should not be treated unfairly because they are tall or short, boy or girl, sports person or non sports person or because it takes them a little longer to get the right answer.

All students have the right to be respected and treated with kindness at school.

This means that others should not laugh at students maliciously, deliberately make fun of them, or hurt their feelings. No one is to deliberately embarrass a student in front of a class.

All students have the right to express themselves in an appropriate manner according to the ethos of the school.

This means that students may talk freely about their feelings and ideas when it is appropriate and in an appropriate manner.

All students have the right to be safe in school.

This means that provision will be made for safe classrooms, equipment, playground and rules to ensure students' safety while at school.

All students have the right to tell their side of the story.

This means that students have a right to present their case in a reasonable and appropriate manner during any inquiry.

The School Rules

Along with the privileges of rights comes the ownership of responsibility.

Student Responsibilities

Caring for Others

Students will be encouraged to:

- Help each other
- Welcome newcomers
- Forgive others
- Include, where possible, others in activities around the school

Respecting Others

Students will be expected to:

- Treat all staff members, parents, visitors and fellow students with respect and courtesy.
- Treat all students with respect and courtesy.

Respecting the property of all people and the School

Students will be expected to:

- Keep desks, classroom and playground clean and tidy
- Ask before borrowing school equipment or other children's belongings
- Take care with everything they use or borrow
- Return everything borrowed, Library books included
- Place lost property in the Lost Property Box.

Obey Teachers

Students will be expected to:

- Listen to instructions in the classroom and on the playground
- Carry out teachers' requests promptly
- Be able to accept correction and guidance
- Seek permission of a teacher at all times
- Seek permission from ONE teacher only

Speak Politely to EACH other, to ALL Staff and to ALL Parents

- Children should speak to each other, to teachers and to parents with respect and in a friendly manner at all times.
- Children should indicate when they wish to speak and wait until acknowledged.



Moving around the School

Students will be expected to:-

- Listen to and respond to school bells. Bells require students to move to the appropriate place, to line up, to move into class.
- Move quickly and quietly between all classes and activities.
- When moving as a class, students should move in two lines.

Safe Play

Students will be expected to:

- Stay within the school boundaries
- Play games within areas defined for those games
- Ask permission before leaving the playground
- Walk on all hard surface areas
- Move with care around buildings, walkways, corners of buildings
- Play safely and thoughtfully considering the safety of others
- Not throw objects (other than designated playing equipment) at others or over fences
- Not constantly interfere nor disrupt other students' games or general play

NOTE

The playground is out-of-bounds before school commences and a staff member is on duty.

Students must sit and wait on seats provided, or stand quietly under shelter when it is raining.

Students must not be in a classroom, at any time, without a teacher being present.

When the bell rings ... play stops. Students must line up in the designated position and stand still and wait for teacher's instructions.

Bringing Credit upon Individual Students and the School

Students will be expected to:

- Wear the School uniform properly, especially when coming and when leaving school.
- Keep neat and clean
- Work to the best of their ability
- Be responsible for keeping their property tidy and act responsibly towards the safety of their property
- Act responsibly in carrying out assigned tasks so that it will be done to the best of their ability
- Behave as responsible ambassadors when coming to school, while at school, when on excursions, or when going home.



Respecting the School Environment

Students will be expected to:

- Keep the school grounds clean and tidy
- Care for the grounds, gardens, and trees in an appropriate manner, so that others may enjoy them and not be endangered by them
- Be responsible for proper use and care of school equipment and school facilities, especially the toilet areas
- Keep classrooms clean and tidy
- Keep things in their correct place
- Act responsibly in the cleaning up of classrooms, and maintain clean and tidy classrooms.



DISCIPLINE PROGRESSION FOR STUDENTS

Sherwood Hills Christian School incorporates the use of a variety of discipline measures for students. Students who continue to be reported for discipline offences will progress in accordance with these steps.

A variety of offences are laid out in this policy that lead to demerits. Three demerits in one day will lead to a child receiving a lunch time detention. A student who fails to take notice of a demerit and continues along the same form of behaviour may be taken to the next step of a detention. A detention is served for a period of lunchtime in that particular student's classroom.

Certain offences will lead to the skipping of steps as outlined in the behaviour policy.

- Step One: Demerit
- Step Two: Detention
- Step Three: Second Detention
- Step Four: Contact Parents and begin regular communication through student diary of students progress with this particular matter.
- Step Five: Afternoon Detention
- Step Six: Afternoon Detention and Individual Counselling concerning the particular repeated or individual offence.
- Step Seven: One Week In-School Suspension
- In-School suspension will mean that apart from regular classes a student will have no other contact with the student body. This matter cannot be taken by anyone except the Headmaster, and must be done in consultation with the parents. Written notification must be given to the parents stating the reasons that such action was taken.
- Step Eight: One Week School Suspension
- A student will be removed from the school for a period of five days. This can only be instigated by the Headmaster and parents, guardians or carers must be given written notification stating the reasons that such action was taken.
- Step Nine: Two Week Suspension
- A student will be removed from the school for a period of one week. This can only be instigated by the Headmaster and parents, guardians or carers must be given written notification stating the reasons that such action was taken.
- Step Ten: Expulsion or Removal of the student by the Headmaster, parent, guardian or carer.

Managing Discipline in the Playground

Poor/Unacceptable Playground Behaviour in the Playground

- Constantly interfering in other children's play
- Deliberately disrupting children's games or play
- Acting in a manner that is dangerous to themselves and other students.

Reportable Behaviour in the Playground

The following is a list of actions, which MUST be reported to the supervising teacher.

The following offences will lead to an automatic detention:

- Violence of any nature, whether or not it causes harm
- Bullying or physically threatening types of behaviour
- Unacceptable treatment of another e.g. spitting, throwing object with hurtful intent
- Abusive or foul language or gestures

The following offences will lead to a demerit being recorded on the daily demerit sheet:

- Failure to obey any staff member's instructions, bells, or whistles
- Leaving the school playground without permission
- Deliberately creating a situation which causes others to break the playground/school rules
- Playing in and around the toilets
- Going over a fence to retrieve a ball

Consequences of Poor/Unacceptable Behaviour in the Playground:

- Cooling off time if necessary and appropriate
- Discussion with responsible teacher and/or teacher and others

Disciplinary measures that may be applied include:

- Apologising
- Doing extra duties or tasks eg. picking up papers
- Writing a positive statement of a more suitable behaviour
- Removal of privileges such as playing time.
- Demerits or Detentions



MANAGING DISCIPLINE IN THE CLASSROOM

CLASSROOMS & BUILDINGS

Every department has a list of classroom expectations between the teacher and the students in the form of a Behavioural and Discipline Policy per Department. These expectations and guidelines automatically includes the general school rules already stated within this document plus those specific for each particular department.

Poor/Unacceptable Behaviour in a Classroom (including School Rules) which will lead to step one being issued.

- Disruptive behaviour in the classroom
- Interfering with other's belongings (including lunches)
- Interfering with property on teachers' desks
- Breaking of agreed class rules
- Leaving the classroom without permission
- Entering a teacher's office without permission
- Running around the room.

Removal from a Room

If a student is asked to leave a room because his/her behaviour is so disruptive, that student can be sent to another teacher's room. Another student or the teacher himself/herself must escort this child to a supervised area. No child is to be left alone in a room or outside.

REPORTABLE BEHAVIOUR IN A CLASSROOM

Reportable behaviour in a classroom that will lead to step two being issued to a student.

- Disruptive behaviour in the classroom
- Lying to a teacher
- Constant unacceptable behaviour
- Insolence to any staff member or other adults

Consequences of Poor/Unacceptable Behaviour in a Classroom

- Teacher-run lunchtime detention
- An interview with the Headmaster to explain your actions
- A Detention being issued.
- Parents being informed and asked to have an interview with the class teacher.

SERIOUS UNACCEPTABLE BEHAVIOUR

- Causing bodily harm or intent to cause bodily harm
- Abusive language to teachers, ancillary staff, and other helpers
- Graffiti and serious property damage
- Stealing or deliberate destruction of another's property
- Actions that can be defined as physical or emotional bullying
- Leaving school grounds without parental or teacher permission



CONSEQUENCES OF SERIOUS, UNACCEPTABLE BEHAVIOUR OR FLAGRANT/CONSTANT BREAKING OF RULES

The Headmaster will be notified.

The student will need to give an account of their actions.

As a minimum - the student will receive ONE (1) lunchtime detention.

After interview:

- the student may receive one to three detentions
- parents will be asked to have an interview with the Headmaster.
- the student may be required to complete an After-School Detention.
- The student may face immediate suspension from school.

CONSEQUENCES OF CONTINUED SERIOUS BEHAVIOUR

The student will face an office interview with the Headmaster, appropriate teachers and your Parents, to give account of their behaviour.

Depending on what step the student is currently on will determine what action needs to be taken.

In the cases of Suspension or Expulsion, the Chairman of the School Board will be notified. So serious is this action, that it will be discussed at the School's Board Meeting.

BEHAVIOUR THAT LEADS TO IMMEDIATE SUSPENSION

- Physical violence against another student that leads to injury.
- Swearing at or public insolence towards a staff member, parent or visitor.
- Inappropriate physical contact.
- Physical fighting where punching is involved
- Bringing the school into disrepute

BEHAVIOUR THAT LEADS TO IMMEDIATE EXPULSION

- Any illegal activity on school grounds
- Physical Violence against a staff member
- Serious Injury against a student
- Bringing the school into disrepute

PROCEDURAL FAIRNESS

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' include the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker," and
- the review mechanism adds to the fairness of the process."

Playground Management

Bells

At all times, when the bell sounds, students are expected to move to their designated line-up area, and await the second bell to move quietly into the classroom.

Early Marks

If teachers wish to send their class early to the playground during school hours, they must accompany the students and provide close and immediate supervision in the playground until the duty teacher comes onto the playground.

The classroom teacher must not dismiss the class before the set dismissal time.

OUT OF BOUNDS

Areas considered out-of-bounds during non-classroom times are:

- The playground (before 8:15am)
- Students arriving early are to stay near the front of the buildings where the teacher on duty could still see you. Once students have arrived onto the property, they have no permission to leave.

At all times, students are to walk in the classroom, when on concrete and hard floors and when using a staircase.

Stairs & Stairwells (pre 8:15am, Recess & Lunchtime)

Students are not permitted to be on stairs or loiter around the stairs during times in the playground.

Classrooms (before 8:15am, Morning, Recess & Lunchtime)

Classrooms are out-of-bounds to students unless under the close and immediate supervision of the classroom teacher or other staff member.



Outside the School Boundary

Students are to remain within the fenced and unfenced boundary of the playground during normal playground times. (The toilet facilities are part of the playground area.)

Students are to remain in the playground, under the supervision of the teachers on playground duty. Students must seek permission from one duty teacher, to leave the playground area or to go to the office.

GAMES IN THE PLAYGROUND

Games

All general games can only be played in the playground area under teacher supervision as provided by the playground roster. Grass areas are for running games as well as static games. The asphalt area and the Basketball/Hardcourt area are for static games or specific games that the area is designed to be used for.

Students (generally) are not to interfere with games already organised.

Games must cease immediately after a bell is rung. Students who persist in continuing play must be disciplined.

No running is permitted on paths leading to the playground.

Ball Games

Only touch football is allowed.

No hard cricket balls are to be used.

If a ball goes over the school fence during a break, the game will be stopped.

Other varieties of games will be at the discretion of the teacher on duty.

Games not Permitted

Games involving heavy or rough physical contact, or possible injurious physical contact are not permitted. Such games need direct and immediate teacher control as well as student skill and physical training.

Games that pull heavily on uniforms are not permitted.

Game Balls Over Fences

It is of concern that balls may go onto Jacaranda Avenue. Game areas will be set well back from that boundary fence.

No student is to go over a boundary fence to retrieve a ball that has been kicked or thrown over that fence, whether by accident or on purpose without teacher permission and supervision.

THE PLAYGROUND ENVIRONMENT

Playground Cleanliness

The teachers on duty are to ensure that students keep the playground clear of litter at all times. If the playground is littered, games must be stopped and the litter removed. If this involves stopping all games, then this is appropriate and to be encouraged.



Teachers must ensure that the playground is free from litter at the end of their duty.

Toileting

Students must notify the staff member on duty of their need to use the toilet facilities during Recess and Lunch times.

Students must not loiter around toilets, nor play games in or around the toilet areas.

Any student who wishes to use the toilet in classroom times must notify a classroom staff member who will designate the appropriateness of the time and location.

Female students may immediately go to a female staff member for permission to go to the bathroom in case of immediate need.

All staff members must have a copy of the duty roster displayed in their classroom.

DUTIES & RESPONSIBILITIES OF ALL STAFF

Teachers are placed on playground duty to ensure the safety and well being of students, as well as to ensure the smooth running of the school playground within the organisational bounds of the school.

Students are to respond with obedience and courtesy at all times to all teachers on playground duty, and to all adults who work within the school. Any breach of this by students must be dealt with by teachers (see Student Welfare, Behaviour and Discipline Policy and Handbook).

PLAYGROUND DUTY: (Morning, Recess & Lunchtime)

DO NOT be late to your rostered duty, it causes concern and disharmony between staff members, and students must be supervised at all times. Staff members are not to do anything but watch the students.

Students are to respond to teacher commands, the whistle, and the bell. Make sure you go on to duty with a whistle! All students **MUST** line-up on hearing the whistle or bell. All students must stand still and face the teacher. All games must stop until the teacher has dismissed the students. All breaches of playground discipline and etiquette must be reported to the Class Teacher.

NO STUDENT is to be in a classroom unsupervised (close supervision) during Morning, Recess, or at Lunch time.

Try to anticipate difficulties and problems. Duty Staff are to stand in a position where children can be viewed at all times and in all areas. **DO NOT** become involved with students' games or AVOID (if possible) lengthy discussions with small groups of children who want your attention for social discourse. Greet students but instruct them to go and play with their friends.



It is the responsibility of the classroom supervisor to make arrangements to have the duties of staff members covered if they are away on an excursion or at a school time Professional development course (or such). Arrangements will be made to cover duties (if needed) for sickness or emergencies. If Classroom supervisor is absent, the responsibility falls on the next staff member in line.

When problems arise in the playground seek to come to an immediate solution e.g. Sit the problem child/children down somewhere. Discipline is a whole school matter, not just the Headmaster's "problem".

Once a staff member has issued a "punishment", it will not be overruled by any other staff member except by the Headmaster, after consultation with the staff member who issued the original "punishment".

Please be aware of difficulties and special circumstances related to "problem children". This is difficult and made more difficult if not reported to the Headmaster to be placed in the Staff Notes each week.

Punishment must be realistic and meaningful to the child concerned and be attainable. If in doubt tell the student that they will be punished but you will have to "think it over." Please be conversant with the Student Welfare, Behaviour, and Discipline Policy before issuing punishments. If you have concerns or doubts about the nature of punishment, please see the Headmaster for consultation before issuing disciplinary action.

If a child comes to you with a problem, at least listen to him/her before making a decision – don't just tell him/her to "go away!" You have a responsibility to the student to "hear his/her side of the story". If it is long and involved, isolate/separate the problem (or the children) and seek a solution after duty time.

Inform the incoming teacher on duty of any problem that you have encountered while doing playground duty.

ACCIDENTS

Must be reported to the Headmaster. In the case of serious accidents involving back injury, do not attempt to move the child. Send a responsible student to the office for help. The teacher on duty is responsible for lodging a completed accident/incident report. This MUST be done as soon as possible.

In all cases of a head injury or back injury, immediate professional medical assistance will be called for, either by Ambulance or accredited Doctor's assistance. Parents are to be notified before Doctor's medical assistance has been sought.

In cases where the child needs minor First Aid during non-classroom time, the staff member on duty may instruct another student to accompany the student to seek First Aid from the First Aid monitor. First Aid Monitors are the ones holding the First Aid Certificates and can effectively assess students' first aid needs. In all cases of injury, it is the duty teacher's responsibility to act in a manner that is caring towards the child. However, his/her prime and legal responsibility is to the students on the playground.

AFTER-SCHOOL DETENTION

These will be "issued and recorded" by the class teacher. If a situation deemed so serious arises, and it is not covered by normal procedures, please inform the Headmaster about the situation.

STRANGER DANGER

All staff have a responsibility at any time to be aware that school premises can be penetrated by those who should not be on the property. If you have any concerns, inform the office staff immediately. This is difficult, as you will not know all parents/and or helpers.

Make sure that classroom doors and windows are closed and locked when you and your class are out of the classroom. This is to provide additional security to students, teachers and their belongings as well as to school property and equipment.

Please report any unknown persons on the property immediately. This can be reported to the front office, who may seek assistance in the matter of inquiry or removal from the School grounds. Diligence in this matter is essential for the total security of the School and the children under our care.

No child is to be permitted to leave school during regular school hours without signed permission from the classroom supervisor. Parents must seek permission by a signed note, given into the classroom supervisor. This note must state with whom the student is to leave. If this does not happen, the School Secretary is to make endeavours to contact the parents, guardian or contact person for information. When any concerns arise, the child is to remain under the School's immediate care.

VISITING SHOPS

Children will not be permitted to leave the school grounds during school hours to purchase items from the shops.

Any staff member who sees students breaking this regulation, and has been told of a student breaking this regulation must report it to the Head of Department/Headmaster.

Policy Updates

The school Headmaster is responsible for the updating of this policy document.

