

MERRIWA CENTRAL SCHOOL

“Valuing Individual potential – achieving personal best”



Welfare and Discipline Policy 2009

TO BE REVISED 2012

Welfare and Discipline Policy

Rationale

In this school we seek to promote and develop a positive, caring and rewarding learning environment that focuses on personal excellence for both students and teachers.

Student welfare and discipline encompasses everything that the school community does to meet the educational, personal and social needs of students and to enhance their well-being. The welfare system at Merriwa Central School has the student at the centre. The interests, needs and attitudes of students need to be reflected in student welfare support structures.

Aims

The welfare and discipline policy at Merriwa Central School aims to:

- ⇒ foster a sense of belonging, connectedness, self worth through building a community enhanced by developing caring relationships, setting high and achievable expectations and providing opportunities for students, staff and parents to participate and contribute to the school community.
 - ⇒ support all student to achieve excellence in their educational pursuits
 - ⇒ help students develop values to guide behaviour
 - ⇒ promote the well-being and good health of students
 - ⇒ foster respect for personal and public ideals and properties
 - ⇒ encourage tolerance of, and respect for, individual differences, character and ideas
 - ⇒ help students develop a sense of personal and social responsibility for their actions and decisions
 - ⇒ help students develop a sense of personal dignity, worth and identity
 - ⇒ to promote and support positive behaviour
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- ⇒ guide students understand the need for tolerance of respect for individual differences, character and ideas
 - ⇒ assist students to develop a sense of personal and social responsibility for their actions and decisions
 - ⇒ support students develop a sense of personal dignity, worth and identity
 - ⇒ promote and acknowledge positive

Implementation

The implementation of this policy follows.

A School Discipline Code

- a The school's discipline code consists of the following two related documents (see Appendix A)
 - ***Rights and Responsibilities***
 - ***School Rules***

- b The discipline code is to be explained and discussed at the beginning of each year
- *in primary classes and at assembly*
 - *in secondary at year meetings and at assembly*
 - *at staff meetings K-12, and faculty meetings*
 - *at the AGM of the P&C in March*

and is to be referred to regularly throughout the year.

- c The *School Discipline Code* will be
- *displayed in all classrooms and foyers*
 - *printed in both primary and secondary information handbooks*
 - *included in the secondary school diary*
 - *distributed to all parents-caregivers at the beginning of each year*
 - *included in enrolment packages*

so that all members of the school community know what is expected of our students, and that we are all working towards a common goal. It will also help to ensure consistency in the application of the discipline code.

- d The following (see Appendices D, E and F) are to be read in conjunction with the discipline code, both of which are also to be disseminated widely
- *Homework Policy*
 - *Uniform requirements*
 - *Anti-Bullying Policy*

B Strategies to promote good discipline and effective learning within our school

- a It is every classroom teacher's responsibility to
- *provide students with a program of learning that meets the diverse individual needs and reflects good teaching practice*
 - *use a variety of teaching and learning strategies to cater for a variety of learning styles and focus on curriculum outcomes*
 - *ensure that the class program continues to meet the needs of the learner through constant evaluation and feedback to the students.*
- b To support the teachers in providing effective learning, the school encourages them to participate fully in the school's professional learning program, through
- *attending appropriate courses and workshops*
 - *informal discussion*
 - *faculty and staff meetings*
 - *School Development Days*

- *Interacting with teachers from other schools through professional organisations and/or district professional learning activities*
- c The school aims to provide opportunities for students to learn more effectively and achieve success, through appropriate group and individual support programs and activities, for example
- *Pastoral care programs*
 - *Integration*
 - *Counselling*
 - *Peer support/ tutoring programs*
 - *Extra curricular*
 - *Liaison with support teams (within and outside Department Education and Training)*
 - *Sport*
 - *School Representative Council*
- d Teachers have the responsibility to use a variety of behaviour management strategies to promote good discipline in their classroom. Classroom management is the classroom teacher's responsibility. This can be done by:
- *display laminated copy of school rules in classroom*
 - *negotiate with students classroom rules that are consistently applied*
 - *reward positive behaviour with praise (verbal, sign, smile), stickers, commendations, phone call or congratulation letter to parents, privileges, cueing (verbally, eye contact, body language)*
 - *ignore negative behaviour that seeks to gain attention that doesn't impede classroom learning*
 - *take away privileges*
 - *negotiate with colleagues time out strategies eg supervisor's classroom or teacher 'buddy system',*
 - *time out in classroom foyer*
 - *ensure that punishment allows students to recognise consequences of own actions e.g. detention, school service*
 - *avoid challenges to authority; allow for a win-win situation (don't back children into corners!)*
 - *seating plans*
 - *class reward scheme*
 - *commendations*
 - *Consistent procedures for classroom actions eg class entry*
 - *Teacher punctuality*

C Practices designed to recognise and reinforce student achievement

a In the **classroom**, teachers should recognise and reinforce student achievement consistently and fairly, avoiding any gender or cultural bias. They can do this by

- **acknowledging and praising** effort and appropriate behaviour, using positive encouraging words, a smile, stickers, privileges*, reward (negotiated), special responsibilities, a surprise, etc
- giving students **regular feedback** about their work with – conferencing, book marks and comments, communication with parents-caregivers (phone or letter),
- ensuring that all reinforcement is **appropriate** for the age and development of students
- ensuring that every child has the confidence to **ask for help** without feeling (or being made to feel) stupid
- using merit system

* “early marks” are not to be given – you are responsible for students in your class at all times.

b At **primary assemblies** (held regularly) we **formally** recognise the achievements of

- *individuals – using merit certificates and book awards*
- *a whole class – tidiest verandah, best entry into class, entertainment – presentation*
- *all recipients’ names being **published** in ‘The Ringer’.*

Secondary assemblies are held every Monday morning at 8.55am. Two extended assemblies are held twice a term in the Great Hall to recognise student learning and achievement.

All recipients’ names are **published** in ‘The Ringer’.

c The **secondary merit system** (detailed in Appendix B) is a means of teachers recognising effort and achievement in relation to ability. Classroom teachers hand out two commendations (by signing a student diary) per week per class. Commendations lead to merit certificates and ultimately to bronze, silver and gold awards. Students who are on any monitoring book are excluded from commendations.

d **Whole-school assemblies** are held on special occasions to mark Anzac Day, Education Week and other special events. Student achievement is recognised and presentations are made by groups of students eg choir, short drama pieces, etc.

e **Student of the Week.** In primary a student is selected in each class by the classroom teacher. One secondary student is chosen by the 7-12 welfare committee. A report is written by the year adviser to be published in The Ringer. The student is also acknowledged on the secondary school notice board. All students’ names are published in *The Ringer*, and each receives a book donated by the Merriwa Central School Parents and Citizens body.

- f **Public acknowledgment** of student achievement (academic, sporting or cultural – both in and out of school) is made on an ongoing basis via *The Ringer*. Teachers are to make use of this.
- g There are three **end-of-year formal presentation** ceremonies
- School Certificate Presentation and **Merit Assembly** held on the Thursday of the second-last week of Term 4. Year 10 students receive their School Certificates and merit certificates are presented for achievement and effort in individual subjects
 - **Presentation Night** held on the last Tuesday of Term 4, with excellence recognised for students in Years 3 – 12 via book prizes and presentation of trophies and certificates.
 - **Infants Presentation and Primary Merit Assembly** held in the last week of Term 4

D Strategies for dealing with breaches of the School Discipline Code

- a Teachers are responsible for their **own classroom management**, using strategies that best suit the situation, including
- *reprimand*
 - *stating clearly the consequences of further inappropriate behaviour*
 - *time out*
 - *in-class isolation – time at desk*
 - *peer pressure*
 - *loss of privileges*
 - *completion of work in own time*
 - *detention supervised by classroom teacher with written or other appropriate work*
 - *contacting parents-caregivers*
 - *removal from class*
 - *buddy system*
- At all times, teachers should refer to the school discipline code, reminding students of their responsibilities.***
- b Teachers on **playground duty** are responsible for ensuring that the playground is safe and secure. The responsibilities of teachers on playground duty are detailed in the Staff Handbook.
- c When students fail to respond to normal management strategies, when the breach of discipline is more serious or when their failure to follow school rules is persistent, they should be sent to the relevant supervisor or brought to the supervisor at the end of the lesson or recess/lunch. The supervisor (HT or AP) will follow up with an interview and one or more of:
-

- *lunchtime detention*
- *after-school detention (with 24 hours notice given to parents)*
- *removal from class – to work in (or outside) supervisor’s classroom*
- *contact with parents-caregivers*
- *referral to school counsellor*
- *placement (after consultation with the Deputy Principal) on a behaviour monitoring card – targeting specific behaviour/work*
- *isolation within / from the playground*
- *a request for an interim report*
- *student interview with the Principal/Deputy Principal*
- *parent interview*
- *placement on a behaviour and/or work contract*
- *removal from class for a specified number of lessons*
- *development of an individual behaviour plan*
- *involvement of district support team: IST (BD) or IST (ED)*
- *safe and reasonable school service*

The referring teacher needs to be involved in the follow up of negative student behaviour which includes supervising the detention, checking that incomplete work is finished, or what seems appropriate for the punishment.

It is important that when students are referred to an AP or HT that the misdemeanour and consequence are recorded in a central register that is reviewed regularly.

- d If students have **damaged school furniture or resources**, they are to be given, in addition to other discipline measures, the opportunity to ‘make amends’ by:
- *repairing or compensating for the damage they have caused (all work is to be safe and reasonable).*
- e In all the above cases, it is essential that all action taken by the teacher or supervisor is fully documented, and that parents-caregivers are formally notified of serious breaches of the school’s discipline code.
- f The Principal may **suspend** any student whose behaviour is totally unacceptable and in particular, a student who commits the following offences:
- Continued Disobedience.
Aggressive Behaviour.
- g The Principal **must suspend** any student who commits the following offences:
- is physically violent
 - is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):
 - uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.

- h The principal will impose a long suspension for :
- Use of an implement as a weapon or threatening to use a weapon:
 - Serious criminal behaviour related to the school
 - Persistent misbehaviour

The procedures to be followed in such cases are detailed in the Department of Education and training Procedures for the Suspension, and Expulsion of School Students (2005)¹.

Students returning from suspension will have their behaviour closely monitored through a *Return to School Plan*.

E Information that supports this policy.

- a The Staff Handbook refers to DET procedures relating to discrimination, racism, resolution of complaints, safety, child protection, critical incidents. These are to be followed closely.
- b The Student **Welfare and Discipline Support Handbook** contains a number of references to procedures complementary to this policy eg communication with parents-caregivers, discos, monitoring books, discipline flowchart, medication, smoking, fractional truancy, etc.

APPENDIX A

School Discipline Code

Rights & Responsibilities

RIGHTS	RESPONSIBILITIES
I have the right to be myself and to be treated as an individual	I have the responsibility to respect others as individuals and not to pick on them, tease them, try to hurt their feelings or persecute them for being different to me.
I have the right to be treated with understanding, respect and courtesy.	I have the responsibility to be well-mannered at all times, eg no interrupting in class, no name calling, no disruption of lessons, no rudeness.
I have the right to obtain maximum benefit from all classes and school activities.	I have the responsibility to follow all classroom directions, to be punctual in attending school and each lesson, to bring all necessary equipment, and to do all required work.
I have the right to be safe.	<p>I have the responsibility to the School by not hurting anyone in any way, eg threatening, hitting, hurting their feelings in any way.</p> <p>I have the responsibility to observe the special safety requirements and directions for the playground and practical subjects.</p>
I have the right to expect my property to be safe.	I have the responsibility to be honest and to respect property that is not mine, eg not to hide, steal or destroy the property of others and to report any such acts.
I have the right that my personal safety is guaranteed, that standards of good health are encouraged.	<p>I have the responsibility not to use or encourage others to use any substances, eg drugs, alcohol, cigarettes, that may interfere with anyone's health.</p> <p>I have the responsibility to maintain the basic requirements of cleanliness and tidiness.</p>
I have the right to have a pleasant, clean and well-maintained school environment.	<p>I have the responsibility to care for the school environment, not to litter school premises, deface or damage furniture or rooms, or in any way make the environment offensive to others.</p> <p>I have the responsibility to keep the school environment neat and clean and be prepared to remove litter and rubbish.</p>
I have the right to expect the local community to support, respect and have pride in the School	<p>I have the responsibility to behave so that the community will respect the School. I will maintain a high standard of dress at school. It is expected that I will be proud to wear my school uniform at all times.</p> <p>I have the responsibility to demonstrate to the local community by my out-of-school conduct that the School is a worthwhile place and is developing good citizens for the future. This applies especially to travel to and from school, work experience, sporting visits and excursions.</p>

School Discipline Code

School Rules

LEARN ALL YOU CAN

- *Pay attention in class*
- *Develop your knowledge and skills with the help of your teachers*
- *Attend school regularly*
- *Bring the necessary equipment for every lesson*
- *Make a genuine effort with all your homework*

LOOK AFTER THE SCHOOL

- *Take care of the buildings, furniture, grounds and all our property*
- *Help keep everything clean and tidy*
- *Put your garbage in bin/keep your playground space tidy and clean*

MAINTAIN OUR SCHOOL'S GOOD NAME

- *Behave well in the classroom, in the playground, at sport, on excursions and while you are travelling to and from school*
- *Show respect to visitors and volunteer workers eg canteen, scripture, reading*
- *Play sport fairly*
- *Do your best in all school activities*
- *Wear the full school uniform with pride and behave in a manner that will earn the respect of others at all times - respect for yourself and for your school*

BE IN THE RIGHT PLACE AT THE RIGHT TIME

- *Never miss school or any lesson without proper permission*
- *Be punctual*
- *Always be within bounds*
- *Have yellow slip – (out of class pass)*

RESPECT ALL STAFF MEMBERS

- *Listen carefully to what you are told*
- *Follow your teacher's instructions*
- *Speak to your teachers and other staff members politely*

RESPECT YOUR FELLOW STUDENTS

- *Be courteous and considerate of your fellow students*
- *Avoid anything which might cause injury and embarrassment: violence, discrimination, harassment, bullying or intimidation*
- *Leave prohibited material (illegal drugs, alcohol, tobacco, weapons) at home and don't encourage its use*
- *Leave other people's property alone*

BE HONEST

- *Always be honest and truthful*
- *Be sure to hand in all lost property*

APPENDIX B

Secondary Merit System

MERIT LEVELS	HOW A STUDENT GETS TO THIS LEVEL	HOW IT IS RECOGNISED
Commendations	Teacher's signature in diary to recognise effort and achievement in any aspect of school life	Recorded in student diary
Merit Certificates	Five (5) commendations signed by teacher in school diary	Year Adviser hands these out at weekly assembly. Names are published in Ringer
Bronze Award	Forty (40) commendations (record kept by Year Adviser)	Principal awards Bronze Certificate and a pen at a K - 12 assembly. Name is published in Ringer
Silver Award	Seventy (70) commendations (record kept by Year Adviser)	Principal awards Silver Certificate and a key ring at K - 12 assembly. Name is published in Ringer
Gold Award	One hundred (100) commendations	Awarded at Presentation Night. Student also receives an engraved glass. Name is published in Ringer

APPENDIX C

MERRIWA CENTRAL SCHOOL Date: _____ Time: _____ In Class
 In Grounds

Student's Name: _____ Class: _____ Year: _____ has failed to

<input type="checkbox"/> 1. Follow classroom instructions	<input type="checkbox"/> 4. Speak and behave in an appropriate manner
<input type="checkbox"/> 2. Respect school property and property of others	<input type="checkbox"/> 5. Learn all they can
<input type="checkbox"/> 3. Show respect to staff and other students	<input type="checkbox"/> 6. Other

Teacher's Name: _____ Teacher's Signature: _____

Follow up: _____ HT Signature: _____

APPENDIX D

Homework Policy

The purpose of homework, like school work, is **learning**. It is important for students of all ages, as it helps them build on what they have learnt in the classroom and prepares them for the next stage in their learning. Homework is also valuable for teachers as it helps them to assess the progress of their students, and for parents/ caregivers to see the nature of their child's learning.

*It is the **role of the teachers** to:*

- ensure that homework is related to the work done at school
- set homework which focuses on previously taught skills and concepts, allowing students to demonstrate what they are capable of, and which challenges them to progress to the next stage
- give students sufficient time for the completion of homework tasks
- ensure that students are aware of what is expected of them and how their work will be assessed
- help parents understand what homework is required and when it is due by requesting them to sign off their child's work
- communicate to parents any areas of concern related to homework, including non-completion
- correct homework promptly, using in-class correction when time permits
- use homework to assess achievement of students
- provide positive feedback for homework
- have specific consequences for non-completion of homework and consistently enforce them
- maintain student homework records

*It is the **task of students** to:*

- complete all homework within the given timeframe

*It is the **role of parents-caregivers** to:*

- talk with your children about school supporting them in their homework activities
- praise your children when they complete their homework, encouraging them to take pride in it
- set aside time and a place for your children to do their homework
- contact the school if you have any concerns with homework or your child's approach to it
- encourage your child to read, read, and read!!

How much homework?

As a guide for parents-caregivers, students in Years 3-4 need to spend one to one and a half hours per week on their homework, in Years 5-6 up to two hours a week, in Years 7-8 at least six hours a week, in Years 9-10 at least eight hours a week, and in Years 11-12 at least ten hours a week. Study time is additional to homework.

APPENDIX E

School Uniform Requirements

School Uniform

As part of the school's Discipline Code, students are required to wear school uniform. The school urges all parents to support this requirement. The uniform is available for purchase through the P&C at very reasonable prices or at Di's Clothing Patch in Merriwa. Forms are available from the office. The uniform is detailed below:

K-6

- Summer: blue and white check dress with collar and short sleeves
- Navy skort or navy short
- Winter: navy slacks, tracksuit pants or 4-gore skirt, white shirt or skivvy
- short white socks or navy stockings
- black leather shoes
- navy jumper or school jersey
- school spray jacket or royal coat
- Navy blue school cap or hat

Junior Girls (Years 7-10)

- navy A-line skirt
- navy trousers/shorts
- white blouse or polo shirt (with emblem)
- short white socks or navy stockings
- black leather shoes
- navy jumper or school jersey
- school spray jacket or navy coat
- navy tracksuit pants (*NOT for excursions or formal occasions*)
- hat

Junior Boys (Years K-6 and 7-10)

- navy shorts or long trousers
- sky blue shirt
- navy jumper or school jersey
- black leather shoes or boots
- white or blue socks
- school spray jacket or navy coat
- navy tracksuit pants (*NOT for excursions or formal occasions*)
- hat

Senior Girls

- Black Watch tartan skirt – long or mid length
- lemon blouse
- navy trousers/shorts
- black leather shoes
- white socks or navy stockings
- navy jumper or school jersey
- school tie
- school spray jacket or navy coat
- hat

Senior Boys

- navy shorts or long trousers
- lemon shirt/polo shirt
- black leather shoes or boots
- blue or white socks
- navy jumper/sloppy joe or school jersey
- school spray jacket or navy coat
- school tie
- hat

Girls Sports Uniform

- royal blue shorts
- gold polo shirt (with emblem)
- white socks
- white or blue joggers
- navy tracksuit
- hat

Boys Sports Uniform

- royal blue shorts
- gold polo shirt (with emblem)
- white socks
- white or blue joggers
- navy tracksuit
- hat

APPENDIX F

Anti- Bullying Policy

Bullying is an insidious behaviour that exists within society and so our school. Bullying impacts on the individual: it devalues isolates and frightens; it impacts on an individual's ability to achieve; and has long term effects on those who engage in bullying behaviour; the victims of bullying and the onlookers and bystanders. All types of bullying must be treated seriously.

Bullying is all behaviour that attempts to intimidate or harass a person or group of people. Bullying is:

- a repetitive attack causing distress not only at the time, but also by the threat of future attacks;
- it may be
 - **verbal** name calling put downs, threatening racist, homophobic/sexist remarks
 - **physical** hitting, kicking, poking, punching, throwing objects, stealing, tripping
 - **social** ignoring, hiding, ostracising
 - **psychological** stalking, dirty looks, spreading rumours, hiding and/or damaging possessions
 - **electronic** use mobile phones, email or chat rooms to harass or spread rumours

Aim

The whole school community has a responsibility to ensure that our school is a safe and supportive learning environment and clearly enforces that bullying of any type is unacceptable.

A sense of belonging, connectedness and self worth will be enhanced through building caring relationships, setting high and achievable expectations and providing opportunities for students, staff and parents to participate and contribute to the school community.

Implementation

- All staff are to model appropriate interaction with students
- All staff are to reprimand students for any signs of bullying behaviour
- Any member of the school community: students, staff and parents/community member can report an incident of bullying. In secondary this can be done through the use of a **Bullying Report**. Process for dealing with Bullying Report is outlined in Staff Handbook and Year Adviser Handbook.
- Students who bully will be dealt with within the structure of the Discipline Policy. Their persistent bullying could result in suspension.
- A variety of programs will run within and across faculties that will develop a sense of belonging, building resilience and self esteem and explicitly looking at types of bullying and actions if being bullied.

Pink Slip

A. Process with using a pink slip.

These are to be issued only when alternative strategies have been used including isolation and warning. If a student is sent from class with a pink slip the teacher must:

- ensure work is sent with the student
- check with the Head Teacher at the first break to that the student reported and to be involved in the follow up including taking the detention

A student is not to be sent from class with a pink slip if they do not have the correct equipment. Teachers are to fill out the pink slip and have the student report after the lesson. The student is to be provided with the equipment or be given an alternate activity. The Head Teacher will send a letter home to parents/caregivers about the equipment.

Students' uniform is to be checked in DEAR time. If no note, green slips are to be issued, tell students they are on 'community service' second half of lunch – write a green note and place on the clip board in the staff room. If the students come to school on three occasions without uniform and no note, a letter will be sent home.

The pink slip is a means of communication. It is not the end of a teacher's responsibility. The purpose of sending the student out is to break a cycle of negative behaviour, to ensure others can learn or for safety reasons. It is important that the teacher is involved in the follow up to ensure that there can be agreement about the student's behaviour on return to class.

All pink slips are recorded by Head Teachers and are then placed in the Deputy Principal's office where they are collated by SASS staff onto a tracking sheet. This sheet is reviewed at each 7-12 welfare meeting. Students who have received three pink slips within two weeks for behaviour are placed on a monitoring book, a letter is sent home and they are placed on the ineligibility list for excursions and extra curricular activities. To be removed from the 'I' list they must get the form 'Removal from the 'I' list' from their Year Adviser, who will pass it onto the Deputy Principal. The decision will be based on whether the student has received any pink slips in the last 20 consecutive school days.

Other actions may be recommended from 7-12 Executive based on the tracking sheets: interim report with a view to a parent interview; a work diary to mentor student; parent interview, placement in senior classes or other appropriate action.

Merriwa Central School
EMERGENCY PROCEDURES POLICY
PRIMARY DEPARTMENT

NOTE

At all times personal safety of staff and students must be the priority in all situations. No action must be taken that risks lives.

EVACUATION AREA: Assemble at front gate. Move to park opposite the pool.

ALARM SIGNAL: Continuous ringing of the bell.

PROCEDURE

Teachers will ensure:

- All children leave room in a calm orderly fashion
- No personal property can be taken
- CLASS ROLL to be taken
- Switches are turned off
- Children proceed to the evacuation area by safest, most direct route

INDIVIDUAL TEACHER DUTIES

ROOMS 3 & 10

These teachers will ensure that:

- All teachers and children are evacuated from rooms
- Switches in power boards are turned off
- End storerooms are evacuated
- Then they will proceed to the evacuation area

ROOMS 4, 5, 9, 11 & LIBRARY

Teachers will escort ALL children from block to Evacuation area.

ASSISTANT PRINCIPALS

- If on class: follow procedure for that room
- If not on class: ensure evacuation from administration and library blocks
- Ensure all teachers and classes have reached evacuation area
- Liaison with emergency services

ADMIN OFFICER

- Contact emergency services and secondary department
- If Assistant Principal on class – ensure evacuation from administration and library blocks
- Take rolls and proceed to evacuation area

LEARNING SUPPORT OFFICER

- Ensure evacuation from toilet block and canteen
- Proceed to evacuation area

TEACHER/S OFF CLASS IN ADMINISTRATION BUILDING

- In the event that the school assistant/teachers aide are not present their duties are to be carried out by the teacher off class
- Teacher is to then proceed to evacuation area

ON ARRIVAL AT THE EVACUATION AREA

- Teachers are to mark the rolls and immediately report to Assistant Principal
- Teachers are then to remain with class until informed otherwise by emergency services

Merriwa Central School
EMERGENCY PROCEDURES POLICY
SECONDARY DEPARTMENT

Upon detection of an emergency situation *immediately* notify:

- ⇒ **The Office Staff** (who will contact emergency services)
 - ⇒ **Deputy Principal**
 - ⇒ **Principal**
-

Indication of Emergency

EVACUATION:

- ⇒ Continuous ringing of the school bell.

LOCK DOWN:

- ⇒ Six (6) bells means stay indoors. An assembly (3 bells) will be rung to indicate the end of the situation. All to assemble in the assembly area.

In the event of a total power failure - whistle blowing and runners calling out ‘Emergency’.

Evacuation

On hearing the warning, **teachers in class** are to:

1. Inform the class that emergency care procedures are in operation.

Note: *Students are not to be asked to pack up equipment or allowed to leave the group for any reason, eg to get a bag which has been left elsewhere.*

2. Calmly escort the class from the room in an orderly manner to the top oval fence line, by the quickest and safest route and assemble in roll groups at designated points, along the fence.

Special Duties

Emergency co-ordinator: Deputy Principal
Standby: Head Teacher Maths/Science

Contact Emergency Services: Julie Byrne/Lyn Moroney

Collection of rolls: Suzie Kirk/Julie Byrne (*Student rolls, absentee sheet for the day, partial absence books and visitors book. Need WSS rolls*)

Chemical Log: Lyn Moroney/Julie Byrne

Collection of SASS Sign on Book: Lyn Moroney/Julie Byrne

Check of buildings

The task of the following staff is to check all class rooms, toilets, storerooms, offices and confined spaces in their area. If the room is locked, knock on the door, call out, check through a window. Then report to the emergency co-ordinator. Vishwa Nath to assist TA's with Tess Orton.

Administration Block	Lyn Moroney
Library/Computer Block, Canteen	Peter Davidson
Science Lab 1, Science/Maths Staff Study	Peter Davidson
English Staff Study, Food Lab	Tony March
Technics 1, Technics 2, Great Hall, Toilet Block	Tom Pulver
Visual Arts, Store, TAS Staff Study	Leana Brown
Change Rooms	Alexis Moore
Rooms 4, 5, 6 - Science Lab 2	Jane Hegarty
Rooms 1, 2, 3	Vishwa Nath
Ag Farm	David Burg

At the Top Oval fence line

NOTE: *Non roll teachers may be required to fill in for roll teachers on other duties.*

- ◆ Roll distribution
- ◆ Call and mark the roll – teachers who marked the roll in the morning are to re-mark the roll.
- ◆ Report absentees to the Emergency Co-ordinator (Deputy Principal)
- ◆ Co-ordinator will inform emergency authorities of missing students and possible location
- ◆ Assist emergency authorities on request
- ◆ Ensure adequate supervision of students

Staff Duties

In the event of an emergency the first duty of every staff member is the safe evacuation of the students - Remember to quickly but thoroughly check your designated area. Equipment (bags etc) are always left behind. If a teacher is absent, then the Head Teacher English/HSIE will check or designate someone to cover the area.

Teaching staff are to report to the Head Teacher Maths/Science to verify that all teaching staff are accounted for.

School Admin and Support Staff (SASS) including GA/FA must report to the Admin Manager at the top oval fence line.

Staff with special duties should report to the Deputy Principal as soon as their checks have been completed.

Staff who do not have a class should move to areas requiring supervision such as between buildings and then to the top oval fence line.

If staff find **visitors** in the school they are to request them to leave the area immediately and proceed to the top oval fence line.

In the event of an emergency occurring during a **recess or lunch period**, all staff will immediately move to the playground to assist with the movement of students to the top oval and fence line and the assembly.

In the event of an emergency occurring during **Sport** - teachers are to bring their sport roll.

For placement of **fire** hoses, fire extinguishers and fire blankets see accompanying map.

The Role of the Principal

If the emergency occurs before school/after school but whilst some staff and students are still on the premises, the Principal will carry out the check of buildings and ordering evacuation to the top oval fence line.

When personnel have been evacuated from school buildings they must not be permitted to return until the Principal is satisfied it is safe to do so. **THIS DECISION MUST BE MADE IN CONSULTATION WITH THE APPROPRIATE STATUTORY AUTHORITY IN CONTROL AT THE TIME**, eg Senior Police Officer or Senior Fire Officer.

If there is no alternative to sending students home, those for whom no transport is available and those whose parents are either known or suspected not to be at home, should be supervised at a suitable location until normal closing time.

Muswellbrook SEA Director 6541 7000 will be rung as soon as possible after the incident. For exceptional critical incident notify Sydney 1300 880 021.

Possible Emergency Situations

Fire Explosion Hazardous material Gas/water leakage BombThreat

***Chemical spill/leak Security threat
Dangerous weapon (gun/knife/syringe)***

Particular areas of danger - Gas Tanks; Science Labs; Food Lab; Industrial Arts; Art Room.

There will be two practice evacuations each year and others as considered necessary.

Primary Playground Duties – Student & Teacher Responsibilities

Bell Times 11.05 – 11.25

RECESS DUTY

**** Running is not permitted on asphalt areas ****

Students responsibilities:

- Sit to eat recess until allowed to leave by teacher
- Clean area before leaving
- Areas of play: upper playground, COLA, fixed equipment
- Arrive at assembly promptly at end of recess

Teachers responsibilities:

**** All playground incidents should be recorded in pink book in staff room ****

- Ensure students do not walk around with food
- Allow students to leave after majority have finished (approx 10 min)
- Ensure students clean area before leaving
- Allow students to place bags back on verandah
- Ensure students play only in designated areas

Out of Bounds:

Lower playground, classrooms, verandahs (except to place bags), sand pit

NOTE: Children are allowed to go to canteen to purchase recess on Monday, Wednesday and Friday.

Bell Times 1.00 - 1.25

LUNCH DUTY 1ST HALF

**** Running is not permitted on asphalt areas ****

Students responsibilities:

- Sit to eat lunch under or near COLA until allowed to leave by teacher
- Clean area before leaving
- Areas of play: whole playground with exception of carpark and behind/between buildings

Teachers responsibilities:

**** All playground incidents should be recorded in pink book in staff room ****

- Ensure students do not walk around with food
- Have prefects escort students to canteen or sports press as necessary
(*Before allowing rest to leave*)
- Allow students to leave after 15 minutes
- Ensure students clean area before leaving
- Allow students to place bags back on verandah
- Ensure students play only in designated areas

Out of Bounds:

Classrooms, verandahs (except to place bags)

Bell Times 1.25 - 1.50

LUNCH DUTY 2nd HALF

**** Running is not permitted on asphalt areas ****

Students responsibilities:

- Follow school rules
- Share, look after and return equipment at bell
- Primary children play in *lower playground/COLA*
- Infants children play in *upper playground/COLA*
- Arrive at assembly promptly at end of lunchtime

Teachers responsibilities:

**** All playground incidents should be recorded in pink book in staff room ****

- Ensure students play only in designated areas
- Patrol playground
- Ensure students obey school rules
- Supervise children needing to leave playground e.g. to retrieve balls

Out of Bounds:

Classrooms, verandahs (except to place bags or when under supervision)

Bell Times 3.00 - 3.25 (See Below)

BUS DUTY

**** Running is not permitted on asphalt areas ****

Students responsibilities:

- Place bags in bus lines
- Areas of play *in front of or under COLA*
- Primary children play in *lower playground/Cola, Top High rise (if permitted by teacher on duty)*
- Come to lines promptly on bell

Teachers responsibilities:

**** All playground incidents should be recorded in pink book in staff room ****

- Ensure students play only in designated areas
- Ring bell at 3.25 (latest) or when first bus comes
- Check lines for absent students before directing them to board bus (No bags on ground)
- Ensure students walk to bus

Out of Bounds:

Lower playground, fixed equipment, sandpit, areas in front of classrooms, car park