Policy Statement
Our school Community believes that when students are enrolled at Birrong Public School, staff and carers enter into a partnership. This partnership should aim, ‘at achieving effective learning and good discipline so that the school environment is both productive and harmonious. This partnership should strive to create in children an understanding of appropriate public behaviour.’ (NSW Department of Education and Communities: Student Welfare Policy 1996).
At Birrong Public School we aim to foster attitudes and practices which will encourage the development of effective learning and good discipline. We will:
- Actively discourage all forms of violence, including bullying and any aggressive physical contact.
- Encourage calm discussion and rational reasoning as the viable and desirable alternative to conflict in the resolution of disputes.
- Develop positive attitudes through the personal involvement of students and staff towards the maintenance of the school’s environment.
- Communicate appropriately with parents to develop a partnership.
- Maintain a happy supportive and productive environment.
- Adhere to all objectives and outcomes in the Student Welfare Policy.

The Birrong Public School Student Welfare, Good Discipline and Effective Learning Policy reflects the beliefs of the Department of Education and Communities Student Discipline in Government Schools Policy as well as the Student Welfare Policy. The following documents support our school policy.
- A Fair Go for All
- Anti-Bullying Policy
- Gender Equity Policy
- Aboriginal Education Policy
- Uniform Requirement Document
- Homework Policy
- School Safety Zones
- Multicultural Education Policy
- Responding to Suggestions, Complaints and Allegations
- Guidelines for the Safe Conduct of Sport and Physical Activity in Schools

Our school’s Behaviour Management Policy is based on fundamental core values and common rights, school aims, responsibilities, school rules and preferred practices for teachers which are designed to guide, encourage, support and direct students to be thoughtful, considerate and responsible in their behaviour in all contexts. The PBIS (Positive Behavioural Interventions and Supports) Model is used to drive the plan and ensure a whole-school approach for behaviour management.
Core Values and Common Rights

The core values which are important to our school are: **Integrity, Cooperation, Achievement, Respect and Excellence.**

The fundamental common rights that exist at Birrong PS are:

- Everyone has a right to feel safe.
- Everyone has a right to be treated fairly and with respect.
- Everyone has a right to learn and do his/her job at school.

School Aims

Birrong Public School’s Behaviour Management Policy aims to:

- encourage students and staff to be **aware of and own their behaviour**
- encourage students and staff to **respect mutual rights**
- encourage students and staff to build **workable relationships**

Responsibilities

Responsibilities give protection to the core values and rights of each individual at Birrong PS. Key stakeholders have a responsibility to follow school rules and:

- own their personal behaviour
- respect mutual rights
- build workable relationships

School Rules

Our school rules are based on three areas:

- Keep yourself and others safe – **SAFETY**
- Respect everyone and everything – **RESPECT**
- Learn and let others learn – **LEARNING**
## Student Expectations – MATRIX

<table>
<thead>
<tr>
<th>Locations ↓</th>
<th>Our School Rules →</th>
<th>SAFE Keep yourself and others safe.</th>
<th>RESPECT Respect everyone and everything.</th>
<th>LEARNING Learn and let others learn.</th>
</tr>
</thead>
</table>
| **All Areas** | • Be in the right place at the right time, doing the right thing.  
• Keep yourself and others safe.  
• Obey teachers’ instructions carefully.  
• Use equipment safely and appropriately.  
• Keep your hands and feet to yourself. | • Wear your school uniform with pride.  
• Respect everyone and everything.  
• Obey school rules.  
• Respect the school and keep all areas clean and tidy (always recycle). | • Learn and let others learn.  
• Follow instructions.  
• Follow the 5Ls for listening.  
• Have a positive attitude to learning.  
• Be punctual and prepared. |
| **Administration** | • Knock on the door and wait for instructions. | • Speak quietly.  
• Wait in single line. | • Use clear, polite language when speaking. |
| **Learning Areas** | • Walk safely.  
• Enter and exit rooms in a quiet, orderly manner. | • Have a positive attitude when speaking to everyone.  
• Ask permission to borrow property.  
• Allow others to have a different opinion.  
• Be considerate of others. | • Do your best work.  
• Use time wisely.  
• Follow the 5Ls for listening.  
• Raise your hand to speak.  
• Listen attentively to others.  
• Work quietly in the library.  
• Bring your library bag and books on library day. |
| **Outside Assembly** | • Be punctual.  
• Walk sensibly to class lines.  
• Line up quietly in two, straight lines. | • Be punctual.  
• Be still, silent and listen carefully. | • Sit / stand quietly in lines.  
• Pay attention and follow messages and instructions. |
| **Toilets** | • Wash your hands.  
• Only use toilets for their proper purpose. | • Keep the toilet area clean and tidy.  
• Use the toilets at the correct time.  
• Respect others’ privacy. | • Be hygienic and wash your hands thoroughly.  
• Use resources wisely.  
• Be organised and go to toilet at correct time.  
• Return to class quickly. |
| **Playgrounds and Canteen** | • Wear a hat to play – no hat, no play.  
• Only run on back and side grass areas.  
• Sit on silver seats to eat your food.  
• Ask for a teacher’s permission to visit the office. | • Care for gardens.  
• Share the playground space with others.  
• Join the end of queue at canteen and quietly wait your turn. | • Play in supervised areas and stay in bounds.  
• A healthy lunch equals a healthy brain.  
• Include others in games.  
• Interact in a friendly manner. |
| **Transition / Movement** | • Walk with your class in 2 lines.  
• Enter and leave school safely through correct gates and use road crossings.  
• Keep left on stairs and in corridors. | • Talk quietly when walking around the school.  
• Respect others’ personal space. | • Move quickly & quietly to class  
• Stay with your class |
| **Excursions and Sport** | • Walk in organised manner and stay with your group.  
• Follow road safety rules. | • Listen politely and carefully to others.  
• Represent the school with pride. | • Be a good sport.  
• Follow the rules.  
• Learn from excursion experiences.  
• Participate enthusiastically. |
### Staff Expectations

| Supervision | The organisation of supervision should ensure that:  
| --- | --- |
|  | • teachers are available to give help to students as required;  
|  | • the students are instructed to seek the help of the teacher(s) in situations which demand it; and  
|  | • students’ activities are those which minimise the possibility of personal injury or damage to grounds, buildings or property.  
| Teachers must provide effective supervision of students:  
|  | • during the teaching/learning process  
|  | • during activities within the school grounds and buildings; and  
|  | • when students are participating in school excursions, sporting activities and other activities organised by the school. |

| Teach and Model | Staff members are required to **teach** students the **expected behaviours** and provide them with opportunities to observe, practise and identify positive behaviours. It is important that students understand what is expected of them in relation to the Student Expectations Matrix.  
| --- | --- |
|  | Staff are required to model appropriate behaviours, including:  
|  | • wearing a hat  
|  | • placing rubbish in the bins  
|  | • being consistent in the application of the agreed school rules and practices  
|  | • engage students in dialogue to resolve and follow through behaviour incidents  
|  | • using appropriate language in discipline contexts  
|  | • being punctual to lines, for duty etc. |

| Record and Report | Staff should record behaviour incidents as a means of record keeping.  
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<td></td>
<td>Serious incidents should be relayed to a senior teacher for follow up and/or profile building.</td>
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### Preferred Practices for Professional Consistency

Preferred practices are what is characteristic of our staff and how teachers manage behaviour on a daily basis (bad day notwithstanding). Practices in behaviour management are to be reviewed annually to ensure professional consistency.

**Preferred practices encompass:**

- the establishment of common rights, responsibilities and rules
- least – most intrusive discipline/management
- avoiding unnecessary confrontation in discipline and application of consequences
- keeping fundamental respect and dignity intact in management/discipline contexts
Preferred Practices for Professional Consistency

Behaviour Management

Preferred Practices

a. School Duty of Care Plans
b. Classroom Plans
c. Individual Behaviour Plans

PBIS
- positive recognition system
- playground management
- behaviour intervention plan
- good discipline and effective learning

common rights and responsibilities
- class based rules and routines
- least-most intrusive plan
- time-out options
- student behaviour agreement

developing individual behaviour plans
- three time outs
- case supervision of students with behaviour disorders
- the ‘Hard Class’ issue

Some of this model is explained below on the following pages.
a. School Duty of Care Plans - *PBIS*

**Positive Recognition System**

To encourage students to develop a positive attitude to their work, the following practices have been developed. These awards should be made for sincere effort and attitude as well as academic or sporting achievement. In addition to these, many teachers reward positive behaviours in a variety of ways, i.e. incentives, stamps, stickers etc.

**Blueys**
Twenty per week awarded by each teacher to students in recognition of positive behaviour / learning. Teachers are encouraged to acknowledge the specific behaviour to students.

**Certificates of Merit**
Awarded to students who earns ten Blueys.

**Assembly Awards (Grey)**
Awarded to students who deserve recognition for a specific task or effort. These awards stand alone.

**Bronze Award**
Awarded to students who earn five Certificates of Merit.

**Silver Award**
Awarded to students who have a Bronze Award and earn a further 5 Certificates of Merit.

**Gold Awards**
1st – Awarded to students who have a Silver Award and earn a further 5 Certificates of Merit.  
2nd – Awarded to students who have one Gold Award and earn a further 5 Certificates of Merit. Students also receive a school pen/ ruler.  
3rd – Awarded to students who have two Gold Awards and earn a further 5 Certificates of Merit. Students also receive a school water bottle.

**Platinum Awards**
1st – Awarded to students who have a 3rd Gold Award and earn a further 5 Certificates of Merit.  
2nd – Awarded to students who have one Platinum Award and earn a further 5 Certificates of Merit. Students also receive a school badge.  
3rd – Awarded to students who have two Platinum Awards and earn a further 5 Certificates of Merit. Students are invited to lunch with the Principal.

**Birrong Blue Award**
Awarded to students who receive no more than one ticket per semester. This achievement is indicated on the Student Progress Report.

**Principal’s Award**
Awarded to students nominated by class teachers each Semester with Student Progress Reports.
Commendation at Assemblies
With the exception of Blueys all awards are presented at assemblies.

Annual Presentation Ceremony
At this ceremony, awards are presented to students for:
- Academic Achievement
- Sporting Achievement
- Service to the School
- Community Awards and Scholarships

Student Achievement
Student achievement is also recognised in the community through:
- Local media
- School newsletter
- Parent/Teacher interviews
- Teacher requested interviews
- Sending of students to Executive for commendation

Playground Management
Playground management is covered by playground duty rosters and published school rules. At the heart of playground management is relaxed vigilance and calm assertiveness

Relaxed Vigilance
Relaxed vigilance is central to professional consistency. You are essentially on duty even when you are not rostered on. Relaxed vigilance gives students a feeling of a safe-same-secure environment regardless of which teachers are on duty. A teacher who is walking through the playground and sees students not following a rule should make contact with the student and make him/her behaviourally aware. As teachers, we have a duty to manage behaviour of all students inside and outside the classroom context. Simply saying hello and touching base with students is an example of relaxed vigilance. It says to the student/s, “I am here. I am watching you. I am making sure you follow our agreed rules.”

Key Features of Relaxed Vigilance

- Proximity awareness - move around with 'relaxed eyes' open to potential concerns.
- Support and encourage positive play and behaviour.
- Distinguish between 'inappropriate' play and misbehaviour. Both, though, need to be addressed.
- Detach students from their peers (where possible) to address their behaviour. Keep the focus on the rule/right affected.
- Always follow up any students who challenge or refuse to cooperate with teacher management.
- Always follow up students who have serious residual inter-personal conflict, such follow-up will need to include mediation and restitution procedures.
Communicate Calm Assertiveness
Teachers should always communicate **calm assertiveness** when disciplining students. Language is the key – the language we use is only as important as the intent it carries.

- Make a firm statement which gives moral weight to the force of what you are addressing. Teachers do not need to defend the rule, we need to maintain it. *“You’re running on the asphalt.”*
- Firm statements make the student aware of his / her behaviour. *“What’s the rule about running on the asphalt?”*
- Asking students to reflect on the rule they are not following makes him/her own his / her behaviour to which you would hope the response would be: *“Walk on the asphalt.” OR “Be safe.”*

Avoid Unnecessary Confrontation
It is important to avoid any unnecessary confrontation with the student/s. As teachers, our goal of behaviour management is to **correct the behaviour, not punish it.**

Least to Most Intrusive Discipline Plan for the Playground
The playground is a time for students (and teachers) to get outside, run around, have fresh air and generally take a break from the rigours of the classroom. It is, at times, simply an extension of the classroom. As teachers, we are privileged with the task of developing our students’ social and emotional skills and relationships. The playground is a place where the students test their social boundaries – and a place where we need to be very proactive in behaviour management. A least to most intrusive discipline plan is established for the playground. The concentration of behaviours in the playground is high, and it is important that ALL teachers deal with incidents in a similar manner maintaining consistency in the behaviour management approach. Teachers have a responsibility in the playground to **lead, guide, encourage, support, and direct** our students to thoughtful, considerate and responsible behaviour. Playground behaviour management is **not about punishment**, it should be preventative and corrective in its approach.

Teachers will follow the process:

1. **Visual or Verbal Reminder**
2. **Warning** - time to reflect on behaviour.
3. **Time-Out** to calm and talk
4. **Name Recorded** for follow up and follow through (FUFT)*
5. **Removal from the Playground***
1. The Visual or Verbal Reminder
This step is, and always should be used first, to draw students’ attention to their inappropriate behaviour. It is as simple as telling the student what he or she is doing that is inappropriate. For example, a student is calling out, “You’re running on the asphalt (name)” (verbal) OR the teacher puts his/her hand up to touch his/her own hat to remind the student he/she needs to wear a hat (visual).

2. Warning – Reflect on Behaviour
The student should be reminded of the rule and given time to reflect on her/his behaviour. This may involve walking with the teacher briefly (5 minutes maximum). The emphasis in all behaviour interactions should be the process of behaviour correction. Students who are given time to reflect on their behaviour are given the supported opportunity to correct it.

3. Time-Out to Calm and Talk
A student who continues to not follow the rules should be given a time-out. The time-out should typically be a brief period (one minute per each year of the child’s age). The time-out may be sitting in a designated space or walking with the teacher. The teacher and student should engage in a conversation about the rules at the conclusion of the time-out.

Time-out it is a short-term consequence; never an end in itself. As a means to an end, it can help support disruptive students by giving themselves a chance to calm themselves (away from the immediate audience) and give them a chance to think about their behaviour. (p.140, Rogers 2006).

4. Name Recorded for Follow Up and Follow Through (FUFT)
This step is used to place students on report and inform other teachers and Executive members about a student’s consistent behaviour concerns. A student’s name is recorded for incidents that may need a follow-up from the teacher on duty or an Executive member. This step in the process is critical to identify students who may be causing concern over a number of days or in different play areas and times. *A ticket may be issued during this step, particularly where the incident is of a high seriousness or high frequency nature. In most cases, a ticket should only be issued AFTER the first three steps have been followed to assist the student to repair his/her behaviour.

5. Removal from the Playground
A student who is displaying high seriousness behaviours should be removed from the playground immediately. The student should be sent to a designated room, primarily the Principal’s or Deputy Principal’s office. *A ticket may be issued during this step.

Consequences
It is important Teachers should be empowered to discipline students according to the diagram. The process is similar to the classroom management structure of consequences where a least-intrusive to most-intrusive approach is followed. However, the rate of low-seriousness issues and high-seriousness issues may be concentrated and change from one day to the next. Proactive monitoring of the outside classroom context should ensure that less high-seriousness issues arise. However, in the likelihood of discipline being needed in the outside context, a teacher should question the following: i. Is the behaviour consequence reasonable? ii. Is the consequence related to the behaviour? iii. What will the student/s learn from the consequence? iv. Is the respect between the student and teacher being kept intact?

Some Helpful Tips
- don’t point – use an open hand when correcting behaviour
- don’t ask the student why – you are trying to correct the behaviour there and then
- identify the behaviour – you may like to show him/her what he/she did (seek permission to mirror their behaviour – but not for students with autism)
- model and practise/rehearse appropriate behaviour
**Tickets**

A ticket is a formal warning to the student that his/her behaviour is unacceptable. A ticket should never be used as a first step in the process for behaviour management. It should always follow the stages of reminders and verbal warnings.

A ticket may be issued by a teacher and/or supervisor for playground issues. The student and incident teacher will discuss the issue.

- A class record will be kept by the class teacher indicating a ticket has been issued (see Appendix 1).
- A student who receives a ticket will be referred to his/her supervisor. The supervisor will determine the number of days for which the student must complete detention (up to 4).
- When a second ticket is issued a letter will be sent home to the student’s parents/caregivers to inform them of the incident/s.
- A student who receives more than one ticket per semester (classroom and/or playground) will not be eligible for a Birrong Blue.

**Behaviour Intervention Plan**

A student who has been issued three tickets in close succession should be placed on an individual behaviour plan (IBP) designed to correct the behaviour. The IBP will be written by the referring teacher/s, Class Teacher and Supervisor (for outside classroom incidents).

The individual behaviour plan is to be published and communicated with the student’s parents/caregivers. The content and duration on the IBP is negotiable but its overall aim is to correct behaviour (see Appendix 2).

**Good Discipline and Effective learning**

The provision of appropriate curriculum to meet the needs of each student by providing diverse opportunities across all Key Learning Areas (KLAs) supports students to achieve success in learning. Teachers support students to achieve success in learning by catering for all needs across the spectrum of learning needs (from students with learning difficulties to students requiring extension or enrichment opportunities). Furthermore, teachers at Birrong Public School are encouraged to consider the consistent use of good behaviour management techniques such as:

- Promoting and supporting good classroom management techniques
- Having a plan for managing behaviour disruptions
- Regularly noticing and commending students for complying with rules and directions.
- Involving all members of the class by directing questions to the full range of students
- Encouraging on-task learning behaviour by moving about the room and supervising work whilst consciously using the language of acknowledgement
- Giving simple directions
- Expecting students to comply with and follow directions
- Refocusing and redirecting attention when students become restless or inattentive
- Use appropriate language which does not ridicule or demean the child
- Make it very clear that it is the act which the teacher dislikes and not the student as a person
- Ask students to identify why their actions are inappropriate and action is being taken. Give reasons if students are unable to do this.
- Attempt to understand the reasons for student’s behaviour
- Take into account the immediate circumstances surrounding the incident along with other factors which chronically affect the particular student’s behaviour (see Appendix)
- Take great care to avoid escalating a confrontation to a point where resolution becomes difficult
- Following up significant behaviour disruptions
- Take positive action within a reasonable time to re-establish rapport and the student’s self-esteem.
The provision of integrated programs which develop self-discipline, self-review, communication and responsible decision making support effective learning at Birrong Public School:

- Social Skills Programs (Child Protection and Drug Education etc.)
- LAMP (Year 2)
- Stop, Think, Do
- ‘Why Do We Have Rules’ Unit (implemented Term 1)
- Peer Support
- Peer Learning (peer reading, buddy support programs)

Furthermore, the Staff Birrong Public School can support student learning by:

- the modelling of consistent, caring and controlled behaviour
- the knowledge and understanding of the particular needs and pressures experienced in the local community
- the allowances and considerations for welfare issues
- supporting families in financial and emotional needs
- discussion with parents and care givers of their roles and responsibilities in managing student behaviour
- the encouragement of respect for teachers as professional educators
- attendance at relevant training and development programs
- liaising with supportive community agencies to build teams
- the provision of appropriate support programs
  - School Assistance Scheme
  - Aboriginal Student Support and Parent Awareness
  - Bankstown Community Health
  - Home School Liaison Officers
  - Interpreter Services
  - School Counsellor
  - Department of Community Services
  - Police
  - District Court
  - Doctors

Some students may persist in socially undesirable behaviour despite the best pastoral care and implementation of the Student Welfare Policy. The disturbance may be expressed in various forms of aggression towards self, other individuals, groups or property. It may be expressed through some form of withdrawal behaviour. For some students, additional management out of the ordinary will be undertaken. In such, Individual Behaviour Management Plans will incorporate aspects of the School BMP applicable to the individual student.

b. Classroom Plans – Common Rights and Responsibilities

Class Based Rules and Routines

The classroom is set up based on common rights and responsibilities and rules and routines are established. The school rules are fundamental to the classroom plan, however, there may be a need to have additional rules emphasising agreed expectations (i.e. raising hand to speak in class discussions).

Least-Most Intrusive Discipline/Management Plans
A least-most intrusive discipline plan is established whereby students and teachers understand the consequences of not following the rules and routines. “Discipline is, primarily, the way we (as adults and teachers) lead, guide, encourage, support, and direct our students to thoughtful, considerate and responsible behaviour. It is not primarily about
**Tactical Ignoring**

Tactical ignoring is choosing to ignore or not to attend to aspects of students’ distracting behaviour – incipient sulking, pouting, eyes to the ceiling, sighing, skewed eye-contact, and low level whining/whingeing – not affecting the safety or learning rights of other students. It is a difficult, but rewarding behaviour-leadership skill. Most students quickly get to know when and why teachers ignore behaviours. However, we should not ignore significant verbal or physical hostility, rudeness, unsafe or dangerous behaviour (potential or actual), or repeatedly distracting behaviour.

Each classroom / learning setting plan (i.e. library or the computer lab) will be set up differently but generally, the process is:

1. **The Visual or Verbal Reminder**
   This step is, and always should be used first, to draw students’ attention to their inappropriate behaviour. It is as simple as telling the student what he or she is doing that is inappropriate. For example, a student is calling out, “You’re calling out (name)” (verbal) OR the teacher puts his/her hand up to remind the student he/she needs to put his/her hand up to speak (visual).

2. **Warning (name on board or name down)**
   A student who has been reminded of his/her inappropriate behaviour should make every effort to correct it. In some cases this may not be the case. If he/she continues to behave inappropriately, he/she is to be warned of the inappropriate behaviour. This is following the least intrusive to most intrusive process. Again, the emphasis is on correcting the behaviour. A student’s name may be written on the board, or placed down the ladder (or some other equivalent step central to the classroom’s behaviour consequences process).

3. **Time-Out in the Classroom (for reflection)**
   A student who continues to not follow the classroom rules and routines should be given time-out inside the classroom. This step is designed to give the student some thinking time. It should be no longer than the child’s age in years and the...
process will follow the class’s established plan. Some teachers may have students reflect on their behaviour by filling out a sheet (Appendix 3). Some teachers may choose to give the child time to just think. The class teacher should record the incident briefly in his/her diary or behaviour management book for further reference.

There are some important considerations when utilising a time-out.

- Time-out it is a short-term consequence; never an end in itself. As a means to an end, it can help support disruptive students by giving themselves a chance to calm themselves (away from the immediate audience) and give them a chance to think about their behaviour. It is also fair for the others students in that they, too, have a chance to refocus (to class learning and activities) beyond the disruption to their basic rights. (p.140, Rogers 2006).
- Time-out, as a school-wide consequence, needs to be utilised as a least – to most-intrusive option in managing disruptive and unsafe behaviour. At the least-intrusive level, in-class time-out may be an option; at the most-intrusive level of application students may need to be escorted from the classroom to a time-out place where they can calm down and, if necessary, parents (or caregivers) may need to be notified. (p.140, Rogers 2006).

4. Time-Out in a Buddy Classroom

Time-Out in a buddy classroom is reserved for students who continually break the rules OR students whose behaviour warrants it (high seriousness). **It should never be used for students who are behaving inappropriately but have not had any reminders of the appropriate behaviour or time to correct the behaviour.** Class teachers may send a student to a colleague’s class. The referring class teacher should record the incident briefly in his/her diary or behaviour management book for further reference.

Students sent to another class for time-out should go with a brief note (see Appendix 4). This enables to supporting teacher to identify the reasons for the removal without the need to question either the removed student or the accompanying student.

5. Removal from the Classroom to the Supervisor or Principal

A student who has proceeded through the first 4 steps will be removed from the classroom should he/she continue to behave inappropriately. This step is also for ANY VIOLENT INCIDENTS – as violence (physical, mental, emotional) will not be tolerated. The Supervisor and/or Principal will discuss the removal with the child. The Supervisor and/or Principal SHOULD ALWAYS accompany the student back to the classroom to allow the teacher to follow-up the incident with the child. This is necessary to:

- encourage the student to be behaviourally aware
- encourage the student to own his/her behaviour
- allow the student and teacher to respect their mutual rights
- build AND maintain workable relationships

**Time-Out Options**

The purpose of a time-out is to give the student, and possibly the teacher, some cooling off time. **Time-out has to be staged.** It can be:

- in class
- in another class
- sending the student to a senior teacher (Supervisor/Principal)
- sending for a senior teacher (Supervisor/Principal)

Cool off time is often essential for very frustrated or angry children. It is pointless trying to get reasons for their hostile or angry-aggressive behaviour in the heat of the moment. Cool off time should be exercised calmly, respectfully, firmly, decisively (in class cool-off time, or, exit from the class if necessary). It is important to have a whole school-plan for time out.
Whenever a senior teacher is sent a child, or sent for, he/she will always back up the classroom teacher, especially in the emotional experience of removing a child. However, the classroom teacher will be expected to follow up the incident with the student. The classroom teacher needs to do this as part of the least-intrusive to most-intrusive whole school approach of behaviour management.

Reference

Bibliography