



COROWA PUBLIC SCHOOL

Taking Space & Reconnect Procedures

Guidelines for the Use of Time-out Strategies Including Dedicated Time-out Rooms

Introduction

1.1. These guidelines set out requirements for the use of time-out strategies, including dedicated time-out rooms, in NSW government schools.

All schools are responsible for following the guidelines developed by the DET

Corowa Public School's Taking Space and Reconnect procedures have been developed in line with the DET guidelines for time-out.

1.2. Time-out strategies include isolation in the student's classroom, another teacher's room or with an executive member of staff, or the use of a dedicated time-out room.

Time out refers to any instance of isolation in a students classroom, alternative classroom or executive, or dedicated timeout room

At Corowa Public School, we recognise that Taking Space and Reconnect procedures used at school are examples of time-out and have developed these procedures to reflect DET guidelines

1.3. In joint Department of Education and Communities, NSW Health, NSW Juvenile Justice or Corrective Services NSW settings additional specific behaviour management protocols apply. These guidelines do not replace those behaviour management protocols developed jointly with other agencies.

In joint agency situations where specific behaviour management strategies apply these guidelines do not replace those behaviour management protocols developed jointly with other agencies.

Not applicable to Corowa Public School.

2.Context

2.1. Good discipline is fundamental to the achievement of Government priorities for the public school system. Schools must implement the Student Welfare Policy (PD/2002/0052/V01) and develop a School Discipline Policy consistent with Student Discipline in Government Schools (PD/2006/0316/V02) in consultation with the school community.

All school systems must reference to DET policy and procedures and reflect the teaching and learning of the whole student.

At Corowa Public School, policy and procedures will be contextualised by the Wellbeing/PBL team and be developed and implemented after consultation with the school community.

2.2. Time-out lies within the continuum of interventions used to assist students to regulate and/or control their behaviour. It is used as a proactive strategy to support self-calming and to provide an opportunity for students to reflect on their actions.

Behaviour management practices aim to proactively and positively support student's development of skills to self regulate behavior choices.

At Corowa Public School, Choice Theory and Internal Psychology will provide the foundation for the development of behavior management strategies used by staff and students. Proactive procedures including Taking Space and Reconnect will utilise the Positive Outcome Process to develop student's capacity to self regulate and manage behavior. Student behaviour management plans are developed in line with the NCI continuum of interventions.

2.3. Any decision a school makes about the establishment of time-out strategies must only be taken after consultation with the school community in the context of the development or review of the school's discipline policy.

All schools must work collaboratively with families and staff to develop effective and appropriate communication of timeout strategies. This will be done in consultation with relevant stakeholders to promote a shared responsibility of development of the whole child.

At Corowa Public School, the Wellbeing/ PBL team will research and collate data to make contextual procedures that embed these reflections and also make clear and concise for all stakeholders to understand. Adjustments and changes will be communicated through P&C and also through newsletter consultation.

2.4. Suspension and Expulsion of School Students – Procedures sets out the procedures for short and long suspensions and expulsion of students. All suspensions from school must be managed consistent with these procedures. Time-out strategies are not to be regarded as a suspension.

All schools must adhere to the disciplinary actions outlined by the DEC.

At Corowa Public School, the suspension and expulsion procedures will be implemented as outlined by DEC Policy.

3. Time-out Strategies

3.1. Time-out strategies are included by some schools in their school discipline policies for use when a student is behaving inappropriately and a temporary separation from that particular environment may assist in supporting the student to demonstrate appropriate behaviour.

All schools must provide students with opportunities to be successful in the learning environment. Time-out procedures may be used to allow students to reflect and self calm in an alternative environments to where an inappropriate behavior has occurred.

At Corowa Public School, time- out strategies will exist within a continuum of least intrusive to most intrusive behavioral interventions guided by NCI cont; 'Taking Space- in classroom', 'Taking Space in designated alternative classroom' and ' Reconnect' will exist within this continuum of intervention.

3.2. Time-out strategies are not to be used as punishment or as a means of removing students indefinitely from the classroom. Time-out may be teacher directed, or student selected, as a means of calming during a stressful situation within a safe and predictable environment.

All schools must ensure that Time-out procedures are not used as punitive means of behavior management or to indefinitely remove a student from a classroom environment. Time-out procedures must be communicated to all stakeholders to ensure they are followed and utilised proactively by all members of school community.

At Corowa Public School, all staff are trained in the positive outcome process/ reality therapy, which they will use to manage student behavior and promote student ownership and choice. This process can be completed with classroom teacher or alternatively completed during a reconnect session. Student's who require additional or alternative levels of behaviour invention have Behaviour Management Plans (BMP'S) that must be followed to promote success in school environment.

3.3. A time-out strategy should be used only for the minimum period of time necessary for the student to regain enough composure to be able to return safely to class.

Time- out procedures should be timed and this time limit communicated to each relevant stakeholder in the time-out process when composure is regained students may return to classroom safely.

Time- out procedures should be timed and this time limit communicated to each relevant stakeholder in the time-out process. When composure is regained student will be able to safely return to class. At the next available opportunity the 'Positive Outcome Process' should be attempted to reconnect student with the learning environment.

3.4. Procedures for the use of time-out strategies should be communicated to all students, parents and carers and school staff and must include information for parents and carers about the process to be used when parents or carers may have concerns or complaints about the use of a time out-strategy.

All schools have the responsibility to clearly and concisely communicate their time-out policy's purpose and procedures to stakeholders. This policy should be made available to parents or caregivers should concerns or complaints arise

At Corowa Public School, 'Taking Space' and 'Reconnect' procedures will be developed in line with the DET Time-out policy. The time-out policy's purpose of proactively promoting positive student behaviour for learning and procedures will be clearly communicated to all students, parents and caregivers.

3.5. Any use of a time-out strategy must take into account factors such as the age, cultural background, individual needs, any disability and the developmental level of the student. The choice of time-out strategy will depend upon:

- the seriousness or frequency of the behaviour
- level of disruption to learning
- risk of harm to the student or others
- risk of damage to property.

All schools must acknowledge and reflect the Disability Discrimination Act (DDA), Learning Support Policy and Work Health & Safety (WH&S) Policy when making decisions about the implementation of time-out strategies.

At Corowa Public School, students who require alternative or additional behaviour support will be referred to LST and/or external agencies, where appropriate. Student BMP's, Risk Assessments and ILP's will be followed. The principal reserves the right to make informed decisions regarding the overarching welfare of the student.

3.6. Procedures for the use of time-out strategies should include clearly articulated steps to be followed if a student does not comply with the time-out strategy, or if the use of the time-out strategy has not been successful in managing the behaviour of the student.

All schools have the responsibility to articulate the steps to be followed if a student does not comply with the time-out strategy, inclusive of the procedures to be followed if the time-out strategy has not been successful in managing the behaviour of the students

At Corowa Public School, if reconnecting procedures are unsuccessful or a student does not comply they will be referred to stage executive and/ or principal who will make a recommendation on action to proceed. If this behavior is a regular occurrence a referral to the school learning support team must be submitted by the classroom teacher.

3.7. Training should be provided to school staff in the appropriate implementation of time-out procedures.

All schools have a responsibility to train staff in the appropriate implementation of the time out procedures to ensure consistency.

At Corowa Public School, teacher professional learning of NCI and Choice Theory will be completed and maintained, to ensure shared understanding of purpose, procedure and staff responsibilities within the implementation of the time-out procedures and proactive behaviour support.

3.8. Non-Violent Crisis InterventionsSM Training (NCI) or PART TM, formerly known as Professional Assault Response Training, should be considered to equip staff with appropriate behaviour management skills to safely resolve situations where they may be confronted with anxious, hostile or violent behaviour.

Schools have the responsibility to equip staff with appropriate behaviour management skills to safely resolve situations where they may be confronted with anxious, hostile or violent behaviour.

At Corowa Public School, NCI Training has been completed and must be utilised by staff when confronted with anxious, hostile or violent behaviour. Current BMP's and Risk Assessments identify appropriate strategies to be used on an individual student basis and have been developed to align with NCI strategies.

4. Dedicated Time-out Room

4.1. The use of a dedicated time-out room should only be implemented within the context of the school's discipline policy and following full consultation with the school community.

Toward 2016- Wellbeing team to contextualise. Consultation with all stake holders

Timeout room only to be used for students who are not able to be on the playground.

Reconnecting to occur with the teacher involved with incidental next available break/ opportunity. If this is unsuccessful or if student is unable to be in the playground reconnect room may be used.

4.2. A dedicated time-out room should only be used with a student after less intrusive interventions, which have been implemented and documented, have not been successful in managing the behaviour.

Towards 2016-continuums of behavioural interventions (no longer major minor matrix) aligned with NCI proactive using Bill Rodgers & Reality Therapy/ POP

Referring to Reconnect at CPS

Documentation on Stars of Taking space (counsellor notes & reconnects behaviour... training to identify what goes where).

4.3. The use of a dedicated time-out room should not be an alternative to suspension where the safety of students and staff are at risk. Risk management procedures should be implemented where there is a risk to the safety of students and/or staff.

Time out spaces should not be used as an alternative to suspension where the safety of students and staff are at risk.

At Corowa Public School, DET Suspension and Expulsion Policy , and WH&S policy to be followed when dealing with students or incidence where the safety of staff or student's is at risk.

4.4. The principal must ensure that parents or carers are notified on each occasion the dedicated time-out room is used with their child. This could be done by telephone, or by letter. Appendix 1 provides a model for this notification.

Parents must be notified each time the deicated timeout room is used with their child.

At Corowa Public School, Behaviour referrals will be submitted on impromation by the teacher reporting the incident. Students will be provided with a copy of the behaviour referral letter to take home to parents on the day the incident occurs. Students will complete their reconnect in the the "reconnect room" on the following day.

4.5. A referral or re-referral to the Learning Support Team for the development or refinement of a plan to support the student's behaviour should be considered following the use of the dedicated time-out room for a particular student. This plan should be developed or refined in consultation with the parents or carers, and documented.

See 3.6

4.6. A small number of students who have very complex needs may require specific, personalised learning and support when more general time-out procedures are not appropriate. These interventions, including any on-going use of a dedicated time-out room, may only be implemented if developed, monitored and reviewed by a case management team, consented to by the parents or carers and approved by the principal. The case management team may include the student, parents or carers, school and local Department of Education and Communities staff, health professionals and staff from other agencies or government departments.

A small number of students with complex needs require specific and personalised support and adjustments. This means that the use of a time out procedure is not appropriate for this child. The use of a dedicated timeout room, may only be implemented if this strategy is developed, monitored and reviewed by a case management team including parents or carers and approved by the principal.

At Corowa Public School individual student needs are considered before the use of the reconnect room. Students with complex needs behaviour management and individual learning plans which have been developed in consultation with parents or carers and the school's learning support team will be followed in these incidences.

4.7. A dedicated Time-out room must:

- be risk assessed in relation to student and staff safety, and be consistent with the Department's Work Health and Safety Policy and associated documents
- allow for meaningful educational activity to be provided for students
- have adequate ventilation, lighting and heat
- have adequate space for students and staff
- allow arrangements for the student to have recess, lunch and toiletbreaks when appropriate if time-out occurs across these periods
- be conducive to de-escalating inappropriate behaviour
- not be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room
- be supervised at all times
- display rules for behaviour within the room
- display school rules and expectations
- display visual supports for de-escalation strategies and for appropriate behaviour.