



# WAMOON PUBLIC SCHOOL

## DISCIPLINE POLICY

Revised March 2009

### STATEMENT OF PURPOSE

“Providing students with excellent teaching and learning opportunities so that they can succeed in a highly competitive environment.”

### CORE RULES IN NSW GOVERNMENT SCHOOL

All students in NSW Government Schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

### THE DISCIPLINE CODE

- |    |                      |   |
|----|----------------------|---|
| 1. | <b>Learning</b>      | <b>We are all learning all the time</b>               |
| 2. | <b>Communication</b> | <b>Open and honest talking and listening</b>          |
| 3. | <b>Safety</b>        | <b>Care for yourself and others by thinking ahead</b> |
| 4. | <b>Respect</b>       | <b>We are all different and we are all special</b>    |

## **STRATEGIES AND PRACTICES TO PROMOTE POSITIVE STUDENT BEHAVIOURS**

Positive discipline is an essential part of this school's behaviour management plan and the responsibility of each class teacher. At Wamoon Public School, many strategies are used to promote positive student behaviours.

### **Curriculum**

- Provide appropriate social and academic curriculum to meet the needs of each student
- Cater for individual differences; and
- Support students and staff in achieving success in learning

### **Programs that Cater for Specific Learning Difficulties are**

- Individual and group learning programs implemented by support teachers coordinated by class teachers
- Integration programs implemented by class teachers with help from the Support Teacher (Learning Assistance) School Counsellor and Learning Support Officer as required; and
- Personalised learning plans implemented by class teachers for students requiring behaviour support.

### **Provisions that Cater for Specific Talents and Giftedness**

- Flexible class and school academic groupings;
- University of NSW Competitions
- Poetry Writing
- Participation in Eisteddfods, representative sports and debating; and
- PSP initiatives

### **Classroom Organisation**

- Set up the classroom environment – flexible use of space
- Teach behavioural expectations using structured lessons in positive behaviour; and
- Time out area within the classroom

### **Teacher**

Teacher modelling of instructional and interpersonal skills by the consistent use of good behaviour management techniques such as:

- Giving simple directions
- Friendly manner with frequent eye contact
- Expecting students to comply and follow directions
- Regularly noticing and praising students for complying with expectations and directions
- Ensuring that the child is aware that the behaviour not the individual is the issue
- Involving all members of the class by directing questions to the full range of students; and
- Encouraging on task learning by moving about the room supervising work.

## **STRATEGIES AND PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENTS**

At Wamoon Public School, various strategies have been developed to encourage and recognise the achievements of students. These include:

- Ongoing regular contact with parent, eg face-to-face meetings, letter, telephone
- Fostering positive relationships with the local media to promote public acknowledgement of the school and individual student achievements
- Modelling of consistent and caring behaviour by staff;
- The use of merit awards, certificates and verbal acknowledgements
- Acknowledgements in school news letters

### **Participating in School Activities**

Individual and group efforts by students taking part in school and community activities is acknowledged through:

- Inclusion in weekly newsletters
- Displays of photos
- Articles in the local media outlets; and
- Praise and encouragement at assembly

### **General Purpose Awards**

- Individual Teacher Awards – teachers have their own systems to recognise student achievement within their classroom eg star charts
- Merit awards given out at assembly
- Participation awards to recognise community service on behalf of the school
- Sporting awards and
- Certificates of appreciation for parent and community tutors

### **End of Year Awards**

- Awards will be distributed at the end of the year by each class teacher for academic achievement, citizenship and most improved in class
- Citizenship Award
- School Dux – Academic
- Academic Achievement K-2
- Improvement K-2
- Improvement 3-6
- Sports Award
- Creative Arts
- All students receive an award

## **STRATEGIES AND PRACTICES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR**

Students require clear guidelines in order to function effectively in a community and to learn to their full potential in a safe and caring environment. A range of options for managing unacceptable behaviour is required.

### **Classroom Procedures**

- Ignore (except bullying and aggression)
- Comment on another student's appropriate behaviour
- Simple direction in a friendly manner (eg sit down please!)
- Reminder of Core Values
- Casual or direct question (eg What are you doing?)
- Use of assertive discipline eg name on board - warning, underlined - miss 10 minutes of play boxed - no play, coloured in contact parents.
- Choice (eg In your seat or on "Time out" chair)  
NB. If misbehaviour escalated, explore possible reasons and follow up.
- Time out in own classroom with negotiations to return to seat (eg complete task)
- For repeat misbehaviour "Time Out" may need to be for a longer time or move back to a different seat in the classroom.
- For continued misbehaviour or disruption, the teacher completes an Incident Report Sheet. This is sent home to parent.
- The staff review the management of students with continued misbehaviour.
- Parents are contacted following staff recommendation.
- All parent contact is documented.
- All incidents are recorded.

### **Playground Procedure**

- Simple direction by teacher in a friendly manner
- Core value reminder
- Casual or direct questions "What have you done?" What are you supposed to do?"
- Choice (eg play safely or "Sit down to cool off")  
NB. If misbehaviour escalates, explore possible reasons and follow up.
- Sit down to cool off. With negotiations 5 to 10 minutes limit.
- For repeated playground misbehaviour over an extended period the student is sent off the playground. If the misbehaviour occurs late during lunch the student attends the Principal.
- The student completes a behaviour plan. Behaviour plans focus on making good choices in future. Parents may be contacted.
- If students are referred to the Principal again for the same behaviour a copy of a planning sheet is sent home for parental comment and signature.
- If a student is referred a third time for the same behaviour, parents will be asked to an interview with the Principal to resolve the matter.
- All Incident Reports are filed.

### **In cases of violent behaviour**

- Students will be sent directly to the Principal
- The Principal will debrief and counsel the student(s).

## **SUSPENSION AND EXPULSION FROM SCHOOL**

All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. Collaboration between school staff, students and parents is an important feature of discipline in Wamoon School.

- Suspension is only one strategy within a school's discipline policy.
- Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for changing their behaviour to meet the school's expectations in the future.
- Principals have authority to suspend or expel a student from a particular school or to recommend expulsion from the government system.

The Principal ensures that no student is discriminated against on any of the following grounds: race, including colour, nationality, ethno-religious or national origin, sex, disability, age etc

The Principal ensures that the implementation of these procedures takes into account factors such as the age, individual needs and developmental level of students.

### **SUSPENSION**

In determining whether a student's misbehaviour is serious enough to warrant suspension, the Principal considers the safety and welfare of the student, staff and other students in the class or school.

Principals will suspend immediately, any student who:

- Is in possession of a suspected illegal drug
- Is violent or threatens serious physical violence
- Is in possession of a prohibited weapon

In circumstances other than those outlined above, suspension usually will occur after the Principal has:

- Ensured that all appropriate school student welfare strategies and discipline options have been applied and documented.
- Ensured that all appropriate support personnel available within the school system and externally have been involved.
- Ensured that discussion has occurred with the student and parent or caregiver regarding specific misbehaviour which the school considers unacceptable and which may lead to suspension.
- Recorded all action taken.

Principals of government schools may also suspend any student who:

- Is persistently disobedient
- Engages in criminal behaviour related to the school

Principals may impose either a short suspension of up to and including four school days or a long suspension of up to and including twenty (20) school days.

## **Resolving a Suspension**

A student will not be sent out of the school before the end of the school day without notification being made to a parent or caregiver.

The notification will be given in writing including:

- A notice of suspension
- The date and declaration of the suspension
- The reasons
- Expectations that the student will continue with studies whilst suspended
- The importance for parental assistance in resolving the matter
- Parental responsibility for the care and safety of the student whilst on suspension
- The support that is available to assist in resolving the suspension
- A copy of the school's discipline policy

The suspension is recorded and the process documented by the Principal.

## **EXPULSION**

The Principal ensures that all appropriate welfare strategies and discipline options have been implemented and documented prior to considering the expulsion of a student from the school because of misbehaviour.

The expulsion of a student relates to one particular school.

Expulsion may occur on the basis of continued misbehaviour and as a result of unresolved suspensions.

A student will receive at least one formal warning in writing that expulsion is being contemplated and the reasons why this is being considered allowing 7 days for the parents or caregivers to respond.

On deciding to expel a student the Principal will:

- Place the student on a long suspension pending the outcome of the decision making process.
- Give the parents access to all related documentation and inform them of their right to appeal.
- Involve the School Education Director in finding a suitable school placement at another school or considering expulsion from the government school system.

## **RESPONSIBILITIES OF STAFF, STUDENTS AND PARENTS**

### **LEARNING**

*We are all learning all the time*

**For students this means .....**

- Presenting quality work
- Thinking and listening all the time

- Extending knowledge through research at home and at school
- Paying attention in class
- Listening and following instructions
- Helping others with their work when they need it
- Completing your work on time
- Sharing ideas with others
- Asking questions when you don't understand
- Waiting your turn
- Giving advice to others
- Accepting advice from others
- Working quietly
- Being positive about learning
- Handing in homework regularly

**For staff this means .....**

- Planning co-operatively and supporting one another
- Providing students with a broad, relevant curriculum
- Catering for individual student needs and learning styles
- Keeping parents informed
- Participating in quality training and development programs
- Contributing to planning budgeting
- Modelling and promoting best practice in teaching and learning
- Sharing with peers
- Seeking assistance from colleagues and district personnel
- Taking responsibility for our own professional learning

**For parents this means .....**

- Making family outings a learning experience
- Encouraging child/children to produce quality work to the best of their ability
- Involving children in my learning ie work, hobbies
- Taking part in school activities
- Reading with children – modelling reading
- Having conversations with children
- Planning quality and white time with children
- Encouraging diversity of activities
- Encouraging risk taking
- Attending parent teaching meetings
- Listening to our children
- Knowing our children's strengths and areas for development
- Respecting advice from staff
- Helping with homework
- Not being afraid to say "I don't know, but we will find out"

**Communication**

***Open and honest talking and listening***

**For students this means .....**

- Using positive talk
- Using the manner words like "please" and "thank you"

- Answering questions honestly
- Using positive body language
- Finding ways to sort out problems by talking and listening to each other
- Encouraging each other to succeed
- Being fair and honest

**For staff this means .....**

- Recognising the talents and interests of our students
- Recognising the talents and interests of self and other team members
- Sharing our skills with each other and the students
- Giving clear instructions
- Attending and contributing to staff meetings
- Talking to parents about student progress
- Asking questions

**For parents this means .....**

- Encourage children to ask questions
- Talk to our children, listen to our children and show patience
- Talk and listen to staff, students and community members
- Model values consistently between home and school
- Provide feedback both positive and constructive to the school and school community
- Encourage communication and friendliness between families
- Cooperation, compromise and conflict resolution
- Identifying trustworthiness
- Become involved in school activities and decision making processes
- Read and digest school communication

**Safety**

**Care for yourself and others by thinking ahead**

**For students this means .....**

- Following playground procedures and listening to instructions
- Cooperating with each other
- Ensuring a safe personal space
- Helping to identify and solve problems in the playground and classroom

**For staff this means .....**

- Attending duty and class promptly
- Ensuring students are adequately supervised
- Adhering to the school's student welfare procedures
- Being vigilant on playground duty, indoor and outdoor activities and excursions
- Setting a positive example
- Taking care self, each other and our school

**For parents this means .....**

- Making sure hats are taken to school. Use sunscreen
- Collecting and dropping of children on the correct side of the road

- Complying with school safety signage
- Buckling up before driving away
- Supporting the child protection program within the school
- Being familiar with school procedures regarding permission notes, absences
- Informing school of any contagious illnesses or other health issues
- Collecting children promptly from school, excursions etc
- Ensuring an emergency contact is available and is kept up to date

## **Respect**

***We are all different and we are all special***

### **For students this means .....**

- Showing courtesy and consideration to everyone
- Being well mannered and polite
- Showing school spirit and good sportsmanship
- Looking after school equipment
- Treating others as you like to be treated
- Showing consideration towards other people's opinions and feelings
- Thinking before you speak
- Waiting patiently for your turn

### **For staff this means .....**

- Allowing for mistakes in self and others
- Using mistakes as a learning opportunity
- Interacting positively with colleagues, students and parents
- Being fair in dealing with colleagues, students and parents
- Using positive body language
- Practising reflective listening strategies
- Showing respect for others in body language and the way we talk
- Trusting each other
- Celebrating the achievements of self and the team

### **For parents this means .....**

- Providing a positive role model
- Monitoring our children's TV viewing, internet, music etc
- Recognising everyone has feelings
- Keeping an open mind
- Making appointments for teacher interviews
- Setting guidelines
- Having high but reasonable expectation of child/children, staff and school
- Encouraging my child/children to have pride in him/her self
- Building self confidence in my child/children
- Being on time to collect children
- Acknowledging strengths and weaknesses
- Accepting different cultural and ethnic backgrounds
- Being tolerant and inclusive
- Showing respect for environmental issues
- Modelling respect for our bodies with healthy life choices