



# Freemans Reach Public School

## Student Discipline - School Procedures

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<i>Related Policies</i>	<i>Student Discipline in Government schools – Policy and Support Materials</i> <i>Behaviour Code for Students – NSW Public School</i> <i>Student Welfare Policy</i> <i>Anti Bullying</i> <i>Physical Education/Personal Development/ Health Curriculum document</i> <i>Protecting and Supporting Children and Young People Policy</i> <i>Anti Discrimination Policy</i> <i>Disability Standards 2005 and Disability Act 1992</i> <i>Procedures for the Suspension and Expulsion of School Students</i> <i>Values in NSW Public Schools</i> <i>Student Attendance Policy</i> <i>School Uniform Policy</i> <i>WH&amp;S Policy</i>
<i>Evidence of Implementation</i>	<i>Behaviour Reflection Sheets</i> <i>Records of student awards</i> <i>Records of suspension – EBS4</i> <i>Database of behaviours</i> <i>PDHPE Scope and Sequence</i> <i>School Newsletters</i> <i>School Website</i>

### Rationale

At Freemans Reach Public School the children are encouraged towards self-discipline by positive, optimistic and caring attitudes of staff and parents. The children are expected to have appropriate standards of obedience, fairness, honesty and politeness. The school endeavours to supplement the work of the home by providing an environment which fosters such qualities as courtesy, respect, responsibility, tolerance and inclusion, and the ability to work and play with others.

The general need for order conducive to learning is acknowledged and emphasis is placed on the importance of parental support in achieving student cooperation. Parents are encouraged to support the school discipline procedures by having full knowledge of a situation before making a decision, ensuring that all comments made in front of the children about the school are positive, and discouraging behaviour that is contrary to school expectations. Communication and consultation are priorities for harmonious home/school relationships and the involvement of parents in the disciplinary process is outlined within this document.

## Aims

By implementing these discipline procedures the school will endeavour to ensure:

- the development of appropriate and responsible attitudes, behaviours and work habits in students.
- the provision of a stable, safe and ordered environment within which all students learn effectively and behave responsibly.
- The identification and catering for individual learning needs of students
- a strong emphasis on the use of positive practices which will assist students to develop the ability to accept responsibility for their behaviour and show concern and respect for others.
- an enthusiastic contribution by school staff and the community to establish and maintain the desirable tone and direction of the school.

## Procedures

It is expected that these procedures will apply at school, on the way to and from school especially on buses, whilst representing the school elsewhere and whilst on excursions. The school has developed a list of expected behaviours as outlined below which will be used and adhered to at all times.

### School Expected Behaviours

	All Settings	Classroom	Playground	Assemblies	Toilets and Bubbblers	Bus and Road Safety	Sport	Excursions	Office	Canteen
I am Respectful	<ul style="list-style-type: none"> <li>•Listen when others are talking</li> <li>•Speak politely to others</li> <li>•Treat others the way you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>•Accept the ideas and suggestions of others</li> <li>•Encourage and support other's efforts</li> <li>•Use attentive listening skills</li> </ul>	<ul style="list-style-type: none"> <li>•Accept the ideas and suggestions of others</li> <li>•Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>•Listen to those addressing the school</li> <li>•Clap politely for the achievements of others</li> <li>•Raise your hand to speak when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>•Allow for the privacy of others</li> <li>•Use bathrooms and bubblers appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Use proper manners</li> <li>•Listen to and follow the direction of adults</li> <li>•Keep noise to a minimum</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage others</li> <li>•Abide by the decisions of the umpire</li> <li>•Treat others the way you would like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>•Use proper manners</li> <li>•Listen to presenters/ guides</li> <li>•Use facilities appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Use proper manners</li> <li>•Use polite language</li> <li>•Wait until adult is ready before talking to them</li> </ul>	<ul style="list-style-type: none"> <li>•Use proper manners</li> <li>•Wait quietly and sensibly</li> </ul>
I am Safe	<ul style="list-style-type: none"> <li>•Keep your hands and feet to yourself</li> <li>•Stay in the right place</li> <li>•Use equipment correctly</li> <li>•Ask permission to leave any setting</li> </ul>	<ul style="list-style-type: none"> <li>•Move safely around the area</li> <li>•Sit still</li> <li>•Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>•Walk on concrete areas</li> <li>•Play with large balls down the back or on the hard court</li> <li>•Ask permission to use the fixed equipment</li> <li>•Wear hat if not under shade shelters</li> <li>•Line up appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Enter and exit assemblies in an orderly manner</li> <li>•Sit still</li> </ul>	<ul style="list-style-type: none"> <li>•Wash hands</li> <li>•Keep water in the sink/trough of bubblers</li> <li>•One person in a cubicle at a time</li> <li>•Use bubblers for drinking only</li> </ul>	<ul style="list-style-type: none"> <li>•Follow road rules</li> <li>•Follow bus rules</li> <li>•Walk across roads</li> <li>•Remain seated on bus until it is time to disembark</li> </ul>	<ul style="list-style-type: none"> <li>•Use equipment safely</li> <li>•Wear appropriate clothing/ protective equipment</li> <li>•Follow rules</li> </ul>	<ul style="list-style-type: none"> <li>•Wear school uniform</li> <li>•Follow safety precautions</li> <li>•Follow procedures outlined by adults</li> </ul>	<ul style="list-style-type: none"> <li>•Wait at the counter and follow instructions given by adults</li> <li>•Stay in the foyer area unless directed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>•Wait in a single line</li> <li>•Keep hands and feet to yourself</li> </ul>
I am Responsible	<ul style="list-style-type: none"> <li>•Do your best</li> <li>•Report any problems</li> <li>•Be a problem solver</li> <li>•Follow the instructions of adults</li> </ul>	<ul style="list-style-type: none"> <li>•Follow teachers' instruction</li> <li>•Do your best at all tasks</li> <li>•Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>•Be a problem solver</li> <li>•Be a good friend</li> <li>•Begin moving to lines when the music begins or instructed by a teacher</li> <li>•Choose appropriate areas to play games</li> </ul>	<ul style="list-style-type: none"> <li>•Sit in appropriate area</li> <li>•Be an active participant</li> </ul>	<ul style="list-style-type: none"> <li>•Follow bathroom procedures</li> <li>•Return quickly to class</li> </ul>	<ul style="list-style-type: none"> <li>•Come straight to bus lines and sit down when dismissed from class</li> <li>•Remain in bus lines until on the bus or dismissed from crossing/ waiters area</li> </ul>	<ul style="list-style-type: none"> <li>•Do your best</li> <li>•Listen to instructions/ rules of games</li> <li>•Follow instructions/ rules</li> <li>•When representing the school wear full school uniform</li> </ul>	<ul style="list-style-type: none"> <li>•Remain with your group</li> <li>•Follow teacher/adults' instructions</li> <li>•Behave in an appropriate manner</li> </ul>	<ul style="list-style-type: none"> <li>•Enter the office through the correct door</li> <li>•Remember the reason you are there</li> <li>•Ask a teachers' permission before entering the office</li> </ul>	<ul style="list-style-type: none"> <li>•Wait behind the white line</li> <li>•Be ready to order and know what you want</li> </ul>
I am a Learner										

## **PUNCTUALITY**

Students are expected to attend school every day, unless they are legally excused, and to be punctual to ensure that learning is maximised and other children's learning is not disrupted by late arrivals.

## **SCHOOL UNIFORM**

Students are to wear school uniform as determined by the school community and maintain a neat appearance. Full school uniform is expected to be worn when representing the school at all out-of-school activities, unless otherwise stipulated. School hats are an essential item. A range of uniform options is available and second hand uniforms are available to assist families who are experiencing with financial difficulties.

## **ILLEGAL DRUGS, ALCOHOL, TOBACCO AND WEAPONS**

In line with Departmental policy, the use of all illegal drugs, alcohol, tobacco and weapons is prohibited.

## **STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING**

The school will implement strategies to encourage good discipline and effective learning. These include:

- Giving "Good Kid Awards" at recess and lunch times. Teachers will carry some of these awards to reward students demonstrating appropriate behaviours.
- Provision of an appropriate curriculum to meet the needs of each student and support to help students achieve success in learning at an individual level.
- Clear and consistent school and class expectations.
- Consistent use of sound behaviour management techniques:
  - giving simple directions
  - expecting students to comply and follow directions
  - regularly noticing and commending students for complying with expectations and directions
  - avoiding the use of ridicule, embarrassment or 'put-downs'
  - 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
  - provision of appropriate learning activities to support individual student needs
  - refocussing and redirecting attention when students become restless or inattentive
  - having a plan for managing, and following up, behaviour disruptions.
- Provision of specific programs which help to develop self-discipline and responsible decision-making. Such programs include:
  - Personal Development programs addressing PDHPE syllabus outcomes
  - Talking/Listening programs to develop effective communication skills
  - Peer Support Program
  - Student Representative Council
  - Leadership activities
- Provision of appropriate support such as:
  - Support from the Learning and Support Teacher and the School Learning Support Officer
  - Gifted and Talented
  - Integration of students with disabilities
  - Learning and Support Team and School Counsellor
  - Support programs which include Hearing and Vision, Student Services and the APLaST
- School staff are expected to:
  - model consistent, caring and controlled behaviour
  - attend relevant professional learning
  - communicate regularly with each other to provide awareness of the particular needs and pressures being experienced by individuals, families or groups of children

- ensure children are listened to and given the opportunity to explain their behaviour
- insist on acceptable behaviour at all times, both within school and at out-of-school events
- cater for the individual needs of all students

## **PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

- Consistent and caring behaviour by staff
- Positive Reinforcement – informal acknowledgements, encouragement and praise through
  - Token rewards (stickers, stamps, Class Dojo points etc)
  - Merit Certificates (White Awards) presented at weekly assemblies
  - Good Kid Awards (accumulated in collection box for whole school recognition)
- Recognition of special efforts through visits to the Principal, commendation at assemblies, acknowledgement in school newsletter
- Awards and recognition at Presentation Day ceremony (See Student recognition procedures document)

## **STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

Discipline is initially the responsibility of the classroom teacher, the teacher in the playground or the teacher in charge of a particular group (sports team, dance group etc). However, if the behaviour does not respond to usual disciplinary practice, or if it is of a serious nature, it should be referred to an Assistant Principal or, ultimately, the Principal.

When the behaviour of a child interferes with the rights of others (students, teachers, other school staff, school helpers) or endangers the safety of others he/she will be disciplined by:

### **REPRIMAND**

This will generally be done by the playground or classroom teacher at the time of the misdemeanour. Depending on the misdemeanour (and if it occurs in the playground) the teacher on duty may place the child in a designated area for a period of time-out (no longer than 10 minutes).

### **IN CLASS DETENTION**

This is a detention given, administered and recorded by the classroom teacher to a student who has behaved inappropriately along the guidelines of Class Teacher Reprimand

### **ISOLATION**

This is a 1 day detention where there is no history of previous disciplinary matters.

### **DETENTION**

2 or more days for serious or repeated incidents. This is determined by a member of the executive after an Incident Report has been completed by the reporting teacher. The child's name is placed on the Behaviour Record and the child is detained for one half of lunch, in general for one to three days. The child will be detained in the designated Detention Room under the supervision of an executive and will be expected to complete an explanation of his/her behaviour. A letter will be sent to the parents outlining the nature of the offence, the period of detention and an option for an interview.

## WITHDRAWAL OF PRIVILEGES

This may occur if there is persistent, inappropriate behaviour and the student has had 2 periods of detention in a term.

This may include withdrawal from sporting teams, excursions or other activities within /outside the school. This will occur only after consultation with the Assistant Principal/s, the Principal and parents. The Principal will make the final determination regarding activities from which the child may be withdrawn and the time allocation for withdrawal. Parents will be notified in writing.

## COUNSELLING

The help of the Learning and Support Team or other authorised persons may be sought. After consultation with the teacher and parents, student behaviour modification programs may be developed.

## INDIVIDUAL CASE MANAGEMENT

There may be extenuating circumstances, as determined by the Principal, in which an individual behaviour management program will need to be developed to assist with the management of a particular student. Intervention by School Services or APLaST may be necessary. Parents will be involved in the development and implementation of such a program.

## SUSPENSION

In strict accordance with departmental guidelines.

## EXPULSION

In strict accordance with departmental guidelines.

## REPETITION OF BEHAVIOURS

Inappropriate behaviours deemed as requiring isolation and/or detention will be tracked using the Behaviour Record which a member of the Executive will maintain. The teacher on duty is responsible for playground offences which require time out.

If a teacher requires a child to be isolated for eg one half of lunch to complete work, it is that teacher's responsibility to supervise the child in the child's classroom or to send a school letter home to parents requesting that the work is completed at home. After two "*In Class Detention*" for classroom behaviour the class teacher is to discuss their concerns with the Parents.

In special circumstances there may, at times, be a need to use reasonable physical restraint on a child who is behaving in an aggressive manner towards other students, teachers or school staff or who is threatening to leave the school grounds or damage school property. This is in line with Department of Education policy to ensure the school's duty of care to protect all students and school staff from foreseeable risks of injury. However, no child is to be restrained unnecessarily. The staff are trained in "Managing Actual And Perceived Aggression".

**The Principal has the ultimate responsibility to make final decisions on disciplinary matters.**



<ul style="list-style-type: none"> <li>Continuing to breach the school discipline code after a Caution for Suspension has been issued</li> </ul>	<b>SUSPENSION FOLLOWING CAUTION</b>
<ul style="list-style-type: none"> <li>Possession, use or supply of a suspected illegal drug</li> <li>Violence (intentionally causing injury requiring medical treatment)</li> <li>Uses violent behaviour to seriously interfere with the safety and wellbeing of others.</li> <li>Possession of a prohibited weapon</li> <li>Use of an implement to endanger the safety of others</li> <li>Making credible threats against staff or students</li> <li>Criminal behaviour related to the school</li> <li>Detention offences may be deemed as suspension offenses by the Principal</li> </ul>	<b>INSTANT SUSPENSION</b> <b>Also requires the incident to be logged with Health &amp; Safety: 1800 811 523</b> <b>And Hawkesbury Police (Youth Liaison Officer if available) :</b> <b>4587 4099</b>  <b>As per the Crimes Act</b>
<ul style="list-style-type: none"> <li>Persistent suspension offences</li> </ul>	<b>EXPULSION</b>

This is not an exhaustive list. There will be situations where incidents are escalated to the school executive at the discretion of school staff.

**The Principal has the ultimate responsibility to make final decisions on disciplinary matters.**

#### PROCEDURE FOR REPORTING STUDENT INCIDENTS

- All playground duty teachers to carry Incident Report slips on orange paper.
- Incident report slips are to be given to classroom teacher, who will note the issue and then send the slip to the Executive. They will be referred to executive if behaviour escalates from the Reprimand / In Class Detention stage.
- If immediate action by a school executive is warranted, the playground and/or classroom incident report slips should be sent the Assistant Principal for Student Wellbeing.
- Assistant Principal will record and determine nature of all follow up.
- All incidences on an orange Incident Report slip will be recorded.
- Incident Report slip sample below:

<b>Freemans Reach Public School</b> <b>INCIDENT REPORT– Give to class teacher</b>	
<b>Student Name/s:</b> _____ <b>Class:</b> _____ <b>Date:</b> _____	
<b>Description and Location of incident:</b> _____ _____ _____	
<b>Duty Teacher:</b> _____ <b>Action Taken:</b> _____	
<b>Class Teacher:</b> _____ <b>Exec Action:</b> _____	



# Behaviour code for students

## NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.





# Freemans Reach Public School

## Behaviour Choice Reflection Sheet

Name : \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

*Responses for younger students scribed by:* \_\_\_\_\_

**What happened?**

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**How were you feeling when this happened? Circle**



Angry



Worried



Shocked



Embarrassed



Happy



Sad



Proud

Other: \_\_\_\_\_

**Why?**

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**Which expectation did you break?**

1. I am safe

2. I am respectful

I was not \_\_\_\_\_

3. I am responsible

4. I am a learner

**What did you do?**

I chose to:

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**Who was affected by this?**

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**What will you do differently next time?**

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**What can you do or say now to try to make things right?**

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**Signed:**

Student: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Executive: \_\_\_\_\_

**Completed by Executive**

Consequences taken: Reprimand / Isolation / Detention / Caution for Suspension / Suspension

Number of Days: \_\_\_\_\_ Dates of Attendance: \_\_\_\_\_

Parents Notified: Phone Call \_\_\_\_\_ / Letter

Date: \_\_\_\_\_

Name of Parent