SCHOOL DISCIPLINE POLICY

The School Discipline Policy:
- Is developed in the context of Student Welfare.
- Outlines the expected standards of behaviour.
- Defines responsibilities for parents, teachers and students.
- Reflects legislation and government and departmental policies and procedures.

The School Discipline Policy includes:
Developmental, Preventative and Remedial Aspects

The School Discipline Code includes:
- Expected standards of behaviour in the classroom, playground and while travelling to and from the school.
- Safety in and around the school and at all school activities.
- Acceptable standards of behaviour while on excursions and participating in or attending sporting and other activities.
- Obedience to requests from staff and others in positions of authority.

PERSONAL DEVELOPMENT OF STUDENTS
Personal development of students at Grose View Public School is a major aim. It is achieved by:
- Promoting self-discipline.
- Developing a positive self-concept.
- Fostering development of students’ self-esteem.
- Presenting activities and policies to promote student welfare.
- Presenting personal development programs.
- Providing conflict resolution skills in students.
- Effective communication.
- Self-review

PRACTICES FOSTERING GOOD DISCIPLINE.
Positive discipline is an essential part of Grose View Public School’s behaviour management plan. At Grose View Public School we:
- Provide appropriate curriculum to meet the needs of each student.
- Support students in achieving success in learning.
- Use consistent good behaviour management techniques such as:
  - giving simple directions.
  - expecting students to comply and follow directions.
  - regularly notice and commend students for complying with rules and directions.
  - having a plan for managing behaviour disruptions.
  - following up any significant behaviour disruptions.
- Model consistent, caring and controlled behaviour by staff.
- Attendance at relevant training and development programs.
- Provide integrated programs that develop self-discipline, self-review, communication and responsible decision-making, such as social skills programs and peer support.
- Encourage respect for teachers as professional educators.
- Have developed a school discipline code - a small number of easily understood rules that state the expected behaviour can be monitored and consistently and fairly applied.
• Acknowledge endeavour to understand the particular needs and pressures experienced in the local community.
• Liaise with supportive community agencies to build teams.
• Provide appropriate support programs, such as counselling and remediation.
• Encourage regular attendance and punctuality.
• Encourage, praise and reward good work and good behaviour.
• Discuss rules, rights and responsibilities.
• Wear the school uniform and foster pride and self-esteem.

STUDENTS' NEEDS:

Students need:
• To be treated with respect and consideration by both school personnel and fellow students.
• To be given the opportunity to express feelings, needs and attitudes (with consideration for others).
• To feel safe, secure and at ease in the school environment.
• To have a positive feeling of self-worth.

STUDENTS' RESPONSIBILITIES:

Students have a responsibility to:
• Respect other people, school property & environment and other students’ property
• Respond to advice and directions
• Be thoughtful, respectful and courteous to others.
• Accept responsibility for own actions.
• Obey the school rules.
• Take pride in their personal appearance and practise good health habits at school.

Students will:
• Act according to the discipline code.
• Contribute to the provision of a caring, safe environment for fellow students, staff and parents.
• Participate actively in the learning and teaching process.
• Provide their views on school decisions, including reviews of student welfare; using agreed upon processes that include student representative councils.
• Practise peaceful resolution of conflict.

TEACHER EXPECTATIONS:

In order to develop the above responsibilities in students, teachers have the following expectations:
• Consistent expectations amongst staff of children’s behaviour and discipline related to it.
• To expect children to be courteous and polite.
• An awareness of the discipline policy and a consistent application of its intent.
• To gain the cooperation and support of parents.
• To be able to implement and maintain a positive and attractive learning environment.
STAFF WILL:
- Document positive and negative behaviours using the referral system.
- Take ownership of and be responsible for the behaviour, discipline and management of students in their class and in the playground.
- Develop appropriate strategies to improve the behaviour of children.
- Liaise with supervisors and other personnel to develop appropriate behaviour management plans.
- Personally attend LST meetings to discuss children who are displaying inappropriate behaviours.
- Provide appropriate curriculum for each child.
- Teach, develop and maintain self-discipline of the child.
- Provide a stimulating learning environment.
- Provide appropriate models for children e.g. dress, language, attitude etc.
- Contribute to the provision of a caring, well managed, safe environment for all students, fellow staff and parents.
- Be aware of relevant physical, emotional and social factors affecting the welfare of the child.
- Create an atmosphere where children develop positive self-esteem.
- Take responsibility for and the improvement of student behaviour.
- Provide an atmosphere of warmth and support, in which a child gains enjoyment and satisfaction from learning.
- Provide leadership and direction.
- Liaise with outside agencies.
- Ensure that students are familiar with the Student Welfare Policy and the School Discipline Policy.
- Participate in the learning and teaching process in ways which take account of the objectives of the N.S.W. Dept. of School Education Student Welfare Policy 1996.
- Speak positively about children.
- Liaise with parents / caregivers to discuss child behaviour.

Staff with a specific student support role will ensure that:
- The school develops effective mechanisms for integrating behaviour management, conflict resolution and support for students experiencing difficulties.

PARENTS NEED:
- To know that their child is secure and well cared for in the school environment.
- To be accurately informed of their child’s academic progress and personal and social development within the school.
- To be informed immediately of any specific situations that may arise with their child which requires specific attention, (academic, personal or social).

PARENTS’ RESPONSIBILITIES:
- To teach, develop and maintain self-discipline of the child.
- To recognise that parents and families have the prime responsibility for the welfare of their children.
- To advise the school promptly of any issues.
- To be willing to cooperate with the school in trying to overcome problems that the child may be experiencing in the school situation.
- To notify the school promptly of absences of students due to sickness, or other commitments, and provide information relevant to the child’s welfare.
- To provide guidance and develop values & morals.
- To uphold the efforts of the school to develop self-discipline.
- To be aware of school policy.
- To provide a role model for children to copy.
- To react consistently to good & inappropriate behaviour.
Parents will be encouraged to:
- Share responsibility for shaping their children’s understanding about acceptable behaviour.
- Work with teachers to establish fair and reasonable expectations of the school.

PRINCIPAL’S AND EXECUTIVE’S RESPONSIBILITY:
Development and maintenance of self-discipline through:
- Overall evaluation of student behaviour.
- Development of appropriate management techniques within the school.
- Performing higher authority role.
- Supporting class teachers in analysis and application of approved techniques.
- Liaison with outside agencies.
- Supporting parental teaching of values, morals.
- Advising parents of students’ social and academic standing.
- Providing leadership and direction.

Principal will ensure that:
- A commitment to student welfare underpins all the policies and activities of the school.
- Policies and practices related to student welfare are reviewed regularly.
- Student welfare is regularly reviewed using appropriate planning processes.
- A school discipline policy is developed and regularly reviewed.
- The review processes take into account other mandatory policies.
- Strategic issues identified in reviews are incorporated into the school plan.
- Students, staff and parents are assisted to develop strategies for addressing student welfare and discipline needs in all the activities of the school.
- Other policies and practices in the school are regularly reviewed to ensure that they meet the needs of all students in the school.
DISCIPLINE

All students at Grose View Public School are expected to:

- Attend every school day; be on time and prepared to learn.
- Wear school uniform with pride.
- Behave safely and responsibly, at school, on school excursions and when travelling to and from school.
- Show respect at all times for teachers and parents by speaking courteously and cooperating.
- Treat one another with dignity and respect.
- Care for property belonging to you, the school and others.

(Core Rules - Student discipline in NSW Government Schools - DEC)

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

STUDENT BEHAVIOUR MANAGEMENT

RATIONALE

Student Behaviour Management is the concern of every teacher and parent at Grose View Public School. The School aims to provide a program that recognises and develops:

- The necessity for the development of appropriate and responsible attitudes, and self-review.
- The need to develop self-discipline.
- Effective communication.
- That students learn most effectively in a secure ordered & well-disciplined environment.
- The development of conflict resolution skills in students.
- Well-disciplined environment provides system of relationships, rules, rewards and punishments designed to promote more effective learning.
- A strong emphasis on the use of positive practices.

SCHOOL RULES

At Grose View Public School we (students, teachers, staff, parents, community):

- Care
- Are respectful
- Are responsible
- Learn/teach explicitly
- Are safe
POSITIVE STUDENT BEHAVIOUR

Positive discipline is essential at Grose View Public School. Positive discipline will be consistently and fairly applied avoiding any form of bias. Practices to foster positive discipline will include:

- The provision of appropriate curriculum to meet the needs of each student
- Supporting students in achieving success in learning
- The consistent use of good behaviour management techniques such as:
  - giving simple directions
  - expecting students to comply and follow directions
  - regularly noticing and commending students for complying with rules and directions
  - not using 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
  - refocusing and redirecting attention when students become restless or inattentive
  - having a plan for managing behaviour disruptions
  - following up any significant behaviour disruptions
- Staff attendance at relevant training and development programs
- Implementing Positive Behaviour for Learning (PBL)
- Staff modelling of consistent, caring and controlled behaviour
- Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour
- The provision of integrated programs that develop self-discipline, self-review, communication and responsible decision-making, such as social skills, relaxation, conflict resolution, Peer Support, Buddies, leadership
- Encouragement of respect for teachers as professional educators
- The development of a school discipline code – a small number of easily understood rules which state the expected behaviour, can be monitored and consistently and fairly applied
- The knowledge and understanding of the particular needs and pressures experienced in the local community
- The provision of appropriate support programs, such as counselling and remediation.

STUDENT ACHIEVEMENT

The use of positive feedback is more effective in the management of behaviour than negative comments or consequences. It is important to acknowledge when students are doing the right thing. Practices to recognise and reinforce student achievement include:

- The provision of ongoing positive feedback for appropriate behaviour, such as a smile or encouraging comments. Reinforcement should be appropriate for the age and development of student’s consistent and caring behaviour of staff
- Acknowledgement of effort
- The use of merit certificates, awards and other appropriate rewards
- Commendations or recognition at assemblies and special occasions
- Recognition in the local community by individual or group participation in special events
- Public acknowledgement of school and individual student achievements
- Achievement (intrinsically motivated - will work for achievement’s sake).
- Incidental recognition by principal and staff.
- Awards presented by outside organisations e.g. Rotary Citizenship.
- Principal’s Award.
- Merit system - Gold cards/pennants
INAPPROPRIATE STUDENT BEHAVIOUR

In managing inappropriate behaviour the following factors need to be considered:
- Inappropriate curriculum
- Ineffective teaching
- Lack of knowledge and skill in behaving appropriately
- Inappropriate behaviour management at home or at school
- Different cultural expectations between home and school
- A need to control in reaction to a lack of choices and control in the student’s life
- After a traumatic experience, misbehaviour may be a way that a student can seek help, or indicate that they need support.

Each case of inappropriate student behaviour will be treated on an individual basis.

NEGATIVE CONSEQUENCES

Consequences and strategies to assist students who are exhibiting inappropriate behaviour include:
- Reprimand
- Referrals
- Verbal Warning
- Informing parents/carers of behaviour
- Interviews with students and/or parents/carers
- Loss of privilege
- Detention
- Counselling
- Social skills training
- Teaching acceptable behaviours
- Restitution
- Individual behaviour plans or case management
- Suspension or exclusion (as determined by DEC guidelines)
- Time out

Any suspensions will be carried out in accordance with DEC Student Suspension Policy.

Students who continually display inappropriate behaviour at school MAY NOT be allowed to represent the school at activities including sporting events, day excursions or major excursions (this is at the discretion of the Executive and/or the Principal).

Students in Year 5 who receive a detention or a number of referrals in that year will not be eligible to participate in the school leaders program for the following year or stand for election.
GOLD CARDS and GOLD PENNANTS

To achieve a ‘Gold Card’ children will need to collect ‘Mini Merits’. ‘Mini merits’ will be awarded to children throughout the year for the good efforts they display in showing respect, being responsible, caring, learning and being safe.

When children have collected five ‘mini merits’ they will receive a ‘White Award’. Once three ‘White Awards’ have been achieved, children will receive a ‘Green Award’. Two ‘Green Awards’ will lead to the presentation of a ‘Gold Award’ (a total of 30 mini merits).

After receiving three ‘Gold Awards’ children will receive their ‘Gold Pennant’. This will be presented at a Thursday Assembly. Photographs of children who have permission to publish will be included on the Website.

Children who have already received two ‘Gold Pennants’ will be working towards the presentation of a special award.

Once children have received a ‘Gold Award’ they can then commence collecting ‘mini merits’ for their next ‘Gold Award’.

It may now be possible for a child, in their time at school, to receive two ‘Gold Awards’ in a school year.

‘Mini merits’ not redeemed at the end of a school year are carried over to the next school year.

Teachers will also keep a tally of the number of ‘mini merits’ children have received that can be passed on to teachers in the next year.

STUDENT REFERRAL

Student Referrals are used to monitor behaviour both positive and negative. Referrals are completed by staff and are then sent to Stage supervisors. Stage supervisors enter data onto the tacking system in ‘Sentral’. Staff indicate whether the incident needs to be followed up by the supervisor or no further action is needed.

The Referral System is a way of gathering information that can be used by the PBL team to monitor all behaviours.

The referral system is an aspect of the PBL program. It is used as a tool to gather data regarding behaviour. This behaviour may be both positive and negative.

Positive behaviour includes the receiving of gold cards and gold pennants and the recognition of students who do additional things in the school without expecting reward.

Negative behaviour may be dealt with by the teacher who is reporting it or passed on to the stage supervisor to deal with but the behaviour is recorded. This information is used to find what incidents are of the most concern and where they occur. Tracking negative behaviour also lets staff look for patterns in the nature of incidents and also to observe students who may be at risk because of their behaviour.

Students who receive a number of referrals in a short space of time may receive a detention so that they can reflect on their behaviour.

Students who act aggressively towards another student in the first instance receive a detention. If a student retaliates physically that student also receives a detention. If the situation of physical aggression continues the student may be suspended. Incidents of severe violence will result in immediate suspension (as per DEC policy).
DETENTION
Detention will be supervised by the Executive staff. Detention will be carried out for all of lunch time. For those children placed on detention a phone call, then a letter will be sent home to parents notifying them of the detention. Parents have the opportunity to request an interview to discuss the child's behaviour.

YEAR 5 LEADERSHIP ASPIRANTS
For those Year 5 children wishing to aspire to being school leaders in the following year they will need to have a record of ongoing extremely good behaviour. This includes no detentions and very few referrals. Those children whose behaviour is deemed not to be acceptable will not be allowed to stand for election.

NO HAT NO PLAY
A designated area on the stage will be allocated for those students who continually do not have a hat. This will hopefully act as a deterrent for those who chose to manipulate the situation. Students will remain on the seated area for the duration of play. If the child is not a consistent repeat offender a hat may be borrowed from the office or the child allowed to play in the shade.
CORE RULES

Student discipline in NSW Government Schools

**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.