

Bletchington

Public School

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**Student Discipline Policy**

Bletchington Public School is committed to a positive approach to student discipline. Our practices foster student engagement in learning, set clear boundaries, recognise appropriate behaviour and manage inappropriate behaviour fairly. This approach is assumed in the Student Discipline in Government Schools Policy and should be reflected in school discipline policies.

1. **Policy Statement**

The school discipline policy outlines how discipline is implemented in the school. It informs and guides students, staff and parents about the aims, underlying philosophy, expectations, strategies and responsibilities for student discipline. The DoE outlines there are **4 components** which are:

1. the school discipline code or school rules. These must incorporate the Core Rules in NSW Government Schools.
2. strategies and practices to promote student behaviour, including specific strategies to maintain a climate of respect
3. strategies and practices to recognise and reinforce student achievement
4. strategies and practices to manage inappropriate behaviour

“The school discipline policy must:

* be consistent with legislation and reflect government and departmental policy
* incorporate the principles of procedural fairness.
* be developed within a strong student welfare context.
* reflect the identified needs of the community.
* grow from existing policies and practices.
* outline expected standards of behaviour.
* define the responsibilities of teachers, students and parents.” ~ *School Discipline in Government Schools Policy*

**1.2 Context**

Schools and their communities work together to provide quality learning environments which are:

* inclusive
* safe and secure
* free from bullying, harassment, intimidation and victimisation

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

**When parents enrol their children at public schools they enter into a partnership with the school**. This **partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions** and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

This policy is to be implemented consistent with ***Work Health and Safety (WHS) Policy*** obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

All schools must develop and implement an ***Anti-bullying Plan consistent with the Bullying: Preventing and Responding to Student Bullying in Schools Policy***

The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students. ~ *All aspects of the Context are taken from sections 3.1 to 3.8 of the School Discipline in Government Schools Policy*

**1.3 Responsibilities and Delegations**

**Principals**:

1. Principals are accountable through their Directors, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.
2. Principals are responsible for the development, implementation and monitoring of the school’s discipline policy.
3. Principals are responsible for ensuring that the school’s policy is evaluated and reviewed by the school community at least every three years.
4. Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
5. Principals must provide a copy of their school discipline policy to their Directors, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.
6. Parents and students are to be given a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.
7. Principals must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the ***Suspension and Expulsion of School Students Procedures.***

**Parents**

Parents are expected to participate in the development of the school discipline policy and to support its effective implementation.

**Teachers**

Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation.

**Students**

1. Students are expected to **follow the discipline code** or **school rules** and to **comply with staff directions** regarding discipline and appropriate behaviour.
2. Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
   1. **FOUR COMMON COMPONENTS**

**2.1.1 CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS**

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. The critical role of parents and care-givers is recognised as the primary influence on each child’s character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

**THE CORE RULES**

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.
  1. **Strategies and practices to promote student behaviour, including specific strategies to maintain a climate of respect**

**2.2.1 Tier One- Universal Prevention ~ *Background***

Tier One of the Bletchington Public School’s Positive Behaviour for Learning is Universal Prevention through a school-wide and classroom systems for all students, staff and settings. The school is committed to a learning community that pursues three student wellbeing goals. These student wellbeing goals are taught explicitly weekly and are embedded into the whole school culture of success.

The three PBL Expectations, we are: RESPECTFUL, RESPONSIBLE and SAFE

**2.2.2 Tier One—Universal Prevention ~ *Teaching***

Every 2nd FRIDAY, the Whole School PBL focus is introduced to students at the K-6 PBL Assembly. Teachers then introduce the new PBL focus using the Tell-Show-Practice-Reinforce approach.

• Teachers and students engage in discussions and/or activities that help students understand why the expected behaviour is important – for the teacher, for themselves, for other students.

• Teachers demonstrate, or have the students demonstrate, both examples and non-examples (teacher only) of the expected behaviour. This allows students to clearly see and understand the difference.

• Teaching is more than initial instruction alone. Students are provided with frequent opportunities for practice in the relevant context.

• Practice, subsequent recognition and boosters all contribute to the goal of students internalising the expectations as habits.

* 1. **Strategies and practices to recognise and reinforce student achievement**

**2.3.1 Tier One-Universal Prevention ~ *Whole School PBL Matrix***

The matrix applies to all areas, all students and all staff and is set out in a table under the 3 school-wide expectations, respect, responsibility & safety. We have fortnightly **PBL assemblies** where students are recognized for ‘working together’. A **PBL draw** for each stage is conducted for rewarding students in the fortnightly leading into the assembly. Each class receives a PBL award each term when they reach their class goal.

Commencing in 2018 we aim to introduce an **‘outstanding citizenship’ assembly** (Terms 1-3) with letters are sent home inviting parents to a special if their child has NO entries on Sentral database. Students are rewarded regularly and consistently receiving a **‘bonza’** for following the PBL expectations in all settings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | All settings  Applies to all school areas, all students and all staff | Classroom | Playground | Excursion/ Sport | Office |
| Respectful, Responsible, Safe | We use good manners and speak politely to others (please, thank you, excuse me);  We actively listen to and follow instructions;  We use appropriate language (no swearing);  We keep the school clean and tidy;  We are kind;  We wear our uniform proudly;  We treat others as we would like to be treated;  We respect others and their property;  We take our hat off when entering a building;  We consider the feelings of others;  We are kind, friendly and polite;  We respect ourselves and others;  We keep hands and feet to ourselves;  We do our best;  We use the right voice at the right time. | We raise our hand to speak;  We listen actively;  We listen to/follow instructions;  We respect others’ right to learn;  We look after property in the classroom environment;  We use inside voices;  We work in work time and play in play time;  We follow classroom rules, whether we are split to another class or have a different teacher; | We include others in our games;  We play fairly by the agreed rules and share;  We look after our property;  We ask to get equipment from the gardens;  We respect others’ space;  We return equipment to their owners;  We take turns on the equipment;  We ask permission to join in games;  We play in the shade without a hat (COLA/AREA A);  We communicate respectfully;  We use the silver seats for sitting only;  We invite students who are alone to join in our game; (e.g. Buddy Bench)  We put rubbish in the bin;  We report facts of incidents to teachers on duty;  We sit to eat before playing. | We follow directions of all staff from all schools;  We care for the equipment;  We display outstanding sportsmanship – we shake hands and thank others;  We accept the referee’s decision;  We keep our area neat and tidy;  We thank hosts for their effort/time;  We represent our school with pride (uniform, manners, etc). | We seek teacher permission before going into the office;  We enter and exit carefully;  We wait and leave quietly;  We wait patiently at the counter until admin staff are available;  We use good manners;  We greet visitors and make them feel welcome;  We keep the area and doorways clear;  We keep away from the stairs. |
| Transitioning | Online |
| We move quietly around the school;  We keep to the left;  We walk in two lines with our class;  We walk on the path, not the garden;  We keep our hands and feet to ourselves. | We use digital technology responsibly;  We THINK before we send a message to another student;  We report any inappropriate images or messages, even if they have been shared. |
| Toilets | Canteen | Bus Lines | Hall | Library |
| We enter the toilets only when we need to use them;  We enter and exit appropriately;  We wait our turn to use toilets/sink;  We respect privacy of others;  We only use toilet paper when needed;  We use the toilets and leave promptly;  We keep the area clean and tidy;  We flush the toilet and wash our hands;  We turn off the taps to save water;  We walk to and from the toilets sensibly. | We only visit the canteen if we have money to spend;  We go in play time after the second eating bell;  We use line markings and wait our turn;  We use manners and speak politely – please, thank you;  We wait patiently and quietly;  We line up by joining the end of the line;  We take all our rubbish to the bin and eat in Area A/D;  We leave when we have made our purchase. | We stay in Area A or sit on seats until our bus is called;  We place all rubbish in the bin;  We use our manners when talking to students and teachers;  We play quiet games using quiet voices;  We leave all toys and sporting equipment in our bags in the bus area;  We walk in the bus area. | We enter/leave the hall silently;  We walk in two quiet lines;  We line up and wait for permission to enter;  We sit and/or stand still in assemblies;  We look to the front and watch the speaker/performer;  We clap to congratulate / celebrate achievements;  We are active listeners;  We are respectful of our flags, national anthem and acknowledgement of country;  We follow teacher instructions;  We sit with our class;  We keep our hands to ourselves. | We enter and leave quietly;  We leave all areas tidy;  We are respectful of other learners;  We speak quietly and respectfully;  We treat books carefully;  We line up patiently at the desk when borrowing;  We use a library bag to borrow;  We look after borrowed books;  We use digital technology responsibly;  We walk in all areas**.** |

**2.4 Strategies and practices to manage inappropriate behaviour**

**2.4.1 Tier One- Universal Prevention ~ *Response to Inappropriate Behaviour in the Classroom & Playground***

The steps for dealing with inappropriate behaviour are in place to ensure all students are able to learn. It is important that students make their way through the steps and teachers follow each step consecutively unless in extreme cases. The steps are in place to ensure a student has an opportunity to modify their behaviour and develop the ability to self-regulate. Once a student returns from a step, teachers positively reinforce when the student has improved behaviour towards the goal.

**Response to Inappropriate Classroom Behaviour**

VIOLENCE, SERIOUS THREATENING BEHAVIOUR OR COMPLETE

NON-COMPLIANCE IMMEDIATELY TO PRINCIPAL

**Working together**

Responsible, respectful, safe learners

**Referral to Principal**

***Could result in suspension***

**Referral to Deputy/Principal: Sentral entry recorded**

**Referral to Deputy/Principal: Sentral entry recorded**

**1st Reminder of Expectation**

***INAPPROPRIATE BEHAVIOUR CONTINUES***

**2nd Reminder of Expectation**

***INAPPROPRIATE BEHAVIOUR CONTINUES***

**Timeout**

‘Buddy‘ classroom

Designated playground areas

***INAPPROPRIATE BEHAVIOUR CONTINUES***

**My Buddy Class:**

**Referral to Executive**

***INAPPROPRIATE BEHAVIOUR CONTINUES***

**Referral to Principal**

**Referral to Principal**

***Could result in suspension***

*Strategies for discouraging problem* ***PLAYGROUND*** *behaviours*

**Positive Play Environment**

**Active Supervision** *– Move, Scan, Positive Contact*

**Teach and positively reinforce playground Expectations/Routines**

**Monitor physical environmental aspects**

***Allow take up time at each stage***

**Re-direct** – *Restate the expectation, e.g. “We are safe and keep in bounds, thanks.”*

**Re-teach** – *Demonstrate, practise, monitor and positively reinforce, e.g. “To be safe, we need to walk on the concrete.”*

**Provide choice** – *Statement of two alternatives which lead to desired outcome, e.g. “You eat your food on the chairs or sit and on the concrete in the sun, thanks.”*

**Student conference** – *Private discussion between student and teacher about behaviour, e.g. “I’ve noticed several times today that you’ve had to be reminded about…”*

**Restrict Privileges** – **“Walk and Talk”** – *Walking with the teacher, playing in restricted area, loss of equipment*

**Restitution** *– Logical consequence matches the behaviour, e.g. for a constant littering reminder - picking up rubbish; for out of bounds play - student goes on jobs to direct students into bounds.*

**Timeout Procedure: Discretionary Sentral entry by teacher**

1. **PLAYGROUND Teacher** – Directs student to designated T/O playground spot
2. **Student** – *Remains seated in designated T/O playground spot*
3. **PLayground teacher** – *Indicates T/O completed,* ***student conference*** *(restate expectations), return to play and positive reinforcer*

**Referral to Executive: Sentral entry recorded**

|  |  |
| --- | --- |
| **Support Options**   * *Contact with parents* * *Referral to Learning Support Team* * *Working Together Room* * *Restorative Conferencing* | **Possible Sanctions**   * *Timeout with Executive* * *Removal of privileges* * *Restitution* * *Alternative activity* |

**2.4.2 Tier One- Universal Prevention ~ *Working Together Room***

**Referral to Deputy/Principal: Sentral entry recorded**

**2.4.2 Tier One- Universal Prevention ~ *Working Together Room***

***Rationale***: It is a support structure to assist students to discourage inappropriate student behaviour and to enable students to follow school-wide expectations.

**Strategies**:

• Student conferencing guided by reflection sheet.

• Booster training for students around expectations

• Social skill development

**Process:**

• Student referral by Data rule procedure and Working Together Room flow chart

• Students report to Working Together classroom

• Time period- 1st break

• Executive to re-teach expectations in the Working Together Room

• Day 1 – Guided reflection sheet

• Day 2 – Booster Training from the guided reflection sheet

• Subsequent days as required

**2.4.3 Tier Two- *Targeted Interventions***

Tier Two of the Bletchington Public School’s Positive Behaviour for Learning is targeted interventions which involve small group systems for students at-risk behaviourally and academically. Generally this is only for 15-20% of the student population. Tier Two Interventions at Bletchington Public School include Check In, Check Out (CICO) and a focused, targeted Social Skills group.

**2.4.3 Check In, Check Out -** *Check-In Check-Out (CICO) is designed especially for students whose problem behaviours:*

1. are unresponsive to Tier I practices and systems,
2. do not require more immediate individualized interventions, and
3. are observed across multiple settings or contexts. Because CICO is a group-based, standardized intervention, it is efficient and cost-effective.

For example, the program can accommodate a number of students (e.g., up to thirty), and students can enter the program within a few days following referral. CICO also provides a built-in system for:

1. monitoring students’ progress in the program,
2. evaluating the fidelity of implementation, and
3. transitioning to a self-managed program. The critical features that define CICO for students include the following practices: increased adult contact, embedded social skills training, direct link to school-wide behavioural goals & expectations, frequent feedback, & daily home-school communication