Discipline policy
Primbee P.S.
December 2014

Purpose and expectations

- The purpose of the policy is to ensure a safe, secure and harmonious work environment for students and staff.
- Parents are expected to support the school in the implementation of the school discipline policy.
- Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation.
- Implementation of this policy must incorporate the principles of procedural fairness (see appendix 1).
- Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.
- 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. Discipline Code/School Rules

Primbee P.S. has the following core values:

Term 1 focus

- Live Life Well
  - Be clean
  - Be neat
  - Be safe
  - Be active
  - Put rubbish where it will best help the environment
  - Turn off lights and taps
  - Reuse and recycle whenever possible
  - Eat healthy food
  - Reduce sugar intake
  - Bring safe and healthy food to school
  - Don’t share food

- Compassion
  - Help others
  - Share some of what you have with others (support charities)
  - Say positive and encouraging things to children
○ Notice how other people are feeling
○ Show empathy
○ Show remorse
○ Think about what you can do to support someone else
○ Do kind things for people even if they are not your friend
○ Tell people how you feel/listen to how other people feel

**Term 2 focus**

- **Respect**
  ○ Treat others as you would like to be treated (this includes online behaviour)
  ○ Use acceptable and appropriate language at all times
  ○ Cooperate with others
  ○ Value differences
  ○ Respect the opinion of others
  ○ Resolve problems or conflicts without physical or verbal abuse
  ○ Be polite
  ○ Stop and think
  ○ Keep hands and feet to yourself

- **Responsibility**
  ○ Know and follow all safety rules to, from and at school
  ○ Be sun smart
  ○ Move around the school in a safe and orderly manner
  ○ Attend school regularly
  ○ Wear the full school uniform
  ○ Be responsible for your personal belongings
  ○ Follow teacher directions
  ○ Don’t share food

**Term 3 focus**

- **Personal Best**
  ○ Try your hardest at all times
  ○ Be organised
  ○ Be consistent,
  ○ Be confident
  ○ Be resilient
  ○ Be punctual
  ○ Clean up after yourself in the classroom and the playground
  ○ Do kind things for people even if they are not your friend
  ○ Tell people how you feel/listen to how other people feel

*These are supported by the following school rules*
- Respect People, Property and the Environment
- Follow teacher directions
- Hands and Feet to yourself
- Speak politely to other students, teachers, parents and visitors

Our core values are also supported by the Core Rules for all Government schools:

- Attend every school day, unless they are legally excused, and be on time and prepared to learn
- 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.
- Maintain a neat appearance, including adhering to the requirements of the school’s uniform or dress code.
- Treat one another with dignity and respect.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- 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 will not be tolerated. This includes:

**Bullying of:**

- **Children** by children, teachers, other staff members or community members including parents.
- **Teachers/staff members** by children, teachers, staff members or community members including parents.
- **Parents/community members** by teachers/staff members, children or other community members including parents.

Full details of our Anti-Bullying Policy are available on the school website.

**2. How do we support positive student behaviour?**

The following strategies and practices are used to promote positive student behaviour, including specific strategies to maintain a climate of respect.

**Quality Teaching**

- All staff provide and/or support a balanced curriculum with opportunities for students to achieve success
- All staff members are positive role models of caring and controlled behaviour.

**Explicit teaching of core values**

- Throughout the year there is a focus on specific values
• Class teachers use a variety of strategies in class to make clear what the values look like, sound like and how they apply in class, in school, at home and in other communities outside of school.
• Teachers discuss why this value is important.
• The newsletter, assemblies and the school sign are used to promote and explain each value.

**Reward system**

• Children receive coloured tokens when they display any behaviours that show they understand any of the values. Each value has a designated identifying colour which is used for the token and the badge.
• Teachers or children record the number of tokens they receive on a chart or in a book which is made available to students.
• Tokens are places in a special box to be counted at the end of the week
• Two names are drawn out of this box at the end of every week who may then choose one of our “Primbee Prizes” either a special pencil or ruler
• At the end of the week the total of all the tokens handed out in each class are tallied and displayed on a rocket poster
• When the token tally reaches the target number the whole school participates in a special reward day – usually chosen by the students
• As soon as any child has 20 (10 in ES1) tokens recorded they are presented with a badge at the next outdoor assembly immediately after the lunch break.
• Badges are attached to a sun safe school hat (navy blue), so that everyone can see that children are displaying our values
• Names of children who receive badges are included in our newsletter
• From time to time additional tokens are added to the rocket for outstanding behaviour in one of our value areas e.g. 100% sun safe hat wearing, excellent behaviour on an excursion or personal best performances at an event
• When any child has a badge in each value area they are presented with a wrist band which can be worn at school. This identifies children as someone who behaves very well in all value areas
• Children can work towards achieving as many badges and wrist bands as they can.
• Wristbands are presented at our fortnightly indoor assembly at 2:15 in our double classroom
• Points are awarded at each assembly after breaks to encourage children to settle quickly so they are ready for the next session. The class with the most points at the end of the week receives an extra token for each child.

**Parent support**

Parents are reminded, through our various forms of communication, that they have an important role in developing and supporting positive student behaviour by:

• Being positive role models of caring and controlled behaviour.
• Being aware of our school values and rules
• Discussing the importance of these values and how they are already a part of the home environment
3. How do we recognise student achievement?

The following strategies and practices are used to recognise and reinforce student achievement:

**Newsletter**
Acknowledgement of a range of individual, group or whole school student achievements is mentioned in the newsletter.

**Displays**
Student work or letters relating to student, recognition of group or whole school achievements are displayed on our community noticeboard or outdoor sign. Student work is displayed in classrooms.

**Merit Awards**

Once a fortnight all classes participate in a formal indoor assembly where merit awards are given to children who have achieved something special in any aspect of academic performance or behaviour. Teachers keep a record of who has received an award and try to ensure that each child does receive at least 1 award during the year to encourage them to keep trying.

**Class incentives**

Classes have their own additional incentives for their children. We discourage the use of unhealthy food as rewards and incentives on a regular basis.

Children do not receive a reward for every success and as they get older we encourage children to work for personal satisfaction (intrinsic reward) rather than a sticker, lolly etc. (extrinsic reward).

**End of Year Presentation Assembly**

At this event children are acknowledged in the following areas:

- Sport awards. Children receive points for participation in a range of sporting activities at a district or Regional level as well as school swimming, athletics and cross country events.
- Citizenship award
- Indigenous award
- Dux award
- Class awards for academic excellence and improvement, citizenship, behaviour and attitude
- Completing Kindergarten Award (includes good attendance, participation in school activities including excursion and demonstrating Primbee values.)

These awards are discussed each year by staff. Teachers can vary the number of awards presented in order to recognise genuine high achievement.
Student Feedback

Teachers provide written and verbal feedback on academic work and behaviour issues. We encourage children to see this as supportive, leading to honest self-reflection and evaluation.

Leadership Opportunities

- SRC
- School Captains and Vice Captains
- House Captains
- Monitors of various environmental class programs
- Peer Support
- Assembly leaders (indoor and outdoor)
- Sport monitors
- Special Event Assembly leaders e.g. Anzac Day

4. How do we manage inappropriate student behaviour?

Inappropriate behaviour is any breach of the school rules, values and/or core rules

Teachers engage in the following strategies to support appropriate student behaviour:

- Proactive supervision to anticipate and prevent rule breaking
- Development of Risk Management plans and Codes of conduct
- Organising a Peer Support Program
- Encouraging the Student Representative Council to promote school values
- Promoting the token/badge reward system

If inappropriate behaviour does occur then the following procedure is used:

Teachers discuss the incident with the student(s) involved and any eye witnesses. These discussions take into account the student's:

- Age
- Previous incidents
- Motive
- Intellectual level

A decision is made to do one of the following:
- Issue a verbal warning

- Place the child on a time out in the playground. This is 10 minutes on a seat in the playground.

- Record the event and consequences on a purple slip.

- If a detention or further investigation is required then the principal will be informed via the purple slip. 3 purple slips will also result in a detention. The parents will be informed about detention via a green slip which needs to be signed and returned to the school office. Parents are invited to make an appointment to discuss the incident with the class teacher and/or the principal if necessary.

- Detention is given for serious incidents when children do not:
  - Keep hands and feet to themselves, resulting in injury to staff or students.
  - Follow teachers directions, resulting in unsafe behaviour and lack of progress in class
  - Show respect for other people, property and the environment (including speaking to others respectfully) resulting in damage.

Information about incidents of inappropriate behaviour is recorded on a purple slip and sent to the principal. Once the appropriate action has been taken they are filed in the office. This enables us to analyse data if necessary, see any continuing patterns of inappropriate behavior and discuss concerns with parents

**Suspension**

Suspension can be given for the following:
- Continued disobedience
- Disrupting other students
- Aggressive behaviour – damaging property, bullying, verbal abuse, cyber bullying
- Physical violence resulting in injury
- Use of or possession of a prohibited weapon e.g. firearm or knife
- Possession, supply or use of illegal substances
- Malicious damage to school property or that of staff or students
- Using an implement as a weapon (made or adapted).
- Persistent serious misbehaviour e.g. not following the discipline code, making threats
- Bullying, harassing, victimisation

**Expulsion**

Expulsion is only given when all welfare and discipline strategies have been implemented but a serious incident has occurred.

**Appeal Process**
Parents can appeal against a suspension or expulsion decision if the correct procedure has not been followed or if the decision is unfair.

This appeal is made in writing to the Education Director or Regional Director (if involved in the suspension or expulsion). Regional Office staff can help parents with this process.

Classroom Reminders and behaviour slip program.

- In class children are given 2 warning that their behavior is not acceptable. Children are required to reflect on the reason for the reminder and what they need to do to prevent further consequences. The third reminder results in a 10 minute time out in another classroom.

- Time out provides an opportunity for children to think about what rule they have broken and how to avoid getting into trouble in the future.

- A fourth reminder results in time out with the principal, detention and a letter home to the parent.

- More serious incidents are recorded on a purple slip which is kept by the class teacher. Three classroom purple slips results in lunch time detention.

- **Active After school activities reminders.** A yellow card is given to children as a warning that their behavior is not acceptable. If inappropriate behavior continues then the student will receive a red card which will mean that he/she is excluded from the program for the rest of the term. **The parent** will be informed if this becomes necessary. They can rejoin the program the following term.

This policy is available on the school website.

We will evaluate and review the school discipline policy Term 4 2014.

For further information please make an appointment to see the class teacher.
Appendix 1

Procedural fairness in the Department of Education and Training

Every day in schools, institutes, districts, state offices and other areas of the Department of Education and Training, people acting on behalf of the Department take decisions which affect the rights, interests or legitimate expectations of individuals. All members of the education and training community have a basic right to expect they will receive procedural fairness in their dealings with authority. Similarly, it is appropriate that they will act fairly when dealing with others.

These notes are intended to provide guidance to all departmental representatives and officers exercising statutory power or authority.

Procedural fairness, also known as natural justice, is generally recognised as having two elements.

- The right to be heard, which includes:
  - the right to know the purpose of the particular decision making process and the consequences that flow from it
  - the right to know the way in which the issues will be determined
  - the right to be fully informed of the allegations and of any other information which will be taken into account in making a decision
  - the right to have a reasonable opportunity to respond to the allegations and any other information that will be taken into account in making a decision
  - the right to an appeal
- The right of a person to an impartial decision, which includes:
  - the right to impartiality in the investigation and decision making process
  - the right to an absence of bias in the decision maker

Departmental representatives and officers should have regard to any departmental or TAFE NSW policies, procedures or statutory provisions that may have particular application to a given situation. They should also be mindful of the need to take into account only those matters that are relevant to the issue.
It is generally preferable for the functions of investigating and decision making to be carried out by different people. If one departmental representative or officer is conducting both the investigative and decision making stages, he or she must be particularly careful to be seen as reasonable and objective. Ultimately, the decision maker must act justly and be seen to act justly. The availability of a line of appeal adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest.

Prior to any decision being made in respect of an issue which may result in a detriment to a person, it is appropriate to provide that person with sufficient details to enable them to provide a meaningful response. Depending on the circumstances, this may involve providing copies of any relevant statements or details of what is contained within those statements.

Departmental representatives and officers should also ensure that persons who are required to answer allegations against them have a clear understanding of the issues and process involved. This may require the use of interpreters or support persons to assist.

In undertaking investigations and making decisions, departmental representatives and officers should be aware of any time frames imposed by policies, guidelines or statutory provisions. In the absence of any such time frames, a time frame should be determined by the senior officer that is reasonable having regard to the circumstances. If for any reason a time frame cannot be met, it is important that persons affected are advised and given details of when the relevant decision or action will be completed.

Reasons should be provided as to why a particular decision has been made. Reasons should include relevant details of the evidence or relevant details of other material upon which the decision is made and the rationale for preferring that evidence over other material.

In summary, departmental representatives and officers dealing with matters that affect the rights and interests of individuals should:

- comply with any relevant policy, guideline or statutory provision applicable to a given situation
- advise the person affected of the reasons for the decision making process and the consequences that flow from it
- provide the person with full details of the issue which may result in a detriment to that person and give them reasonable opportunity to submit a meaningful response
- provide the person with full details of any other matter that will be taken into account in arriving at a decision and give them an opportunity to respond
- make an impartial decision
- provide reasons in support of any decision made
- provide the person with details of any appeal rights that may exist and how to exercise those rights.

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