Draft Discipline Policy

August 2014
Statement of Beliefs

At Richmond North Public School we believe –

- Everyone has a right to be safe at school and have the opportunity to learn and grow as people.
- Everyone should be treated with respect and dignity and that we all have a responsibility to work cooperatively to meet this goal.
- That students should always attempt to do their best work.
- That students and staff should be treated with care and courtesy.
- That teachers have a responsibility to listen to student concerns, provide support when required and communicate issues to parents.
- That student effort should be encouraged and acknowledged.
- That parents and community are essential partners and should be made to feel welcomed and valued. They should be adequately informed and involved early when their children experience difficulties and have opportunities to contribute positively to school life.
At Richmond North Public School

everybody has rights and responsibilities.

Rights are ...

- Guaranteed conditions (what you would always expect)

  Students

  We all have a right to work, play and learn in a friendly, safe and helpful school.

  Teachers

  We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

  Parents

  We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

Responsibilities are ...

- something you are always expected to do.

- a way you are always expected to act.

- a way you are always expected to treat someone else.

Enjoying a right requires everyone to accept certain responsibilities.
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.
Key Outcomes

1. To ensure a safe environment for all students
2. To recognise and celebrate student effort and success
3. To provide clear, concise rules that can be easily understood by students
4. To have clear, consistent and effective strategies for dealing with inappropriate and unacceptable behaviour in a timely way
5. To develop clear lines of communication with staff and parents regarding discipline and welfare issues
6. To implement systems that effectively track and report on student behaviour
7. To provide opportunities for students, parents and staff to provide feedback on this policy and its components
8. To provide incentives for students to behave in positive ways
9. To ensure that rules and expectations are explicitly taught and reinforced every year
10. To develop student welfare programs that support the discipline policy by dealing with issues such as mental health, bullying and child protection.

Expectations for Learning

- Strive to achieve my best
- Be creative, original and thoughtful
- Actively participate in lessons
- Always be prepared and organised
- Ask good questions
School Rules

Respect yourself and others

Do as you are asked

Be in the right place

Keep your hands and feet to yourself

Look after the school and its environment

Rule 1 - Respect yourself and others

- Speak politely with courtesy and manners
- Ask before doing
- Wait your turn
- Be calm
- Care for others
- Show empathy
- Show acceptance/tolerance for differences
- Positive attitude in class
- Listen when being spoken to
- Take pride in your personal appearance
- Be prepared for class and to learn
- Use technology appropriately and positively
- Be kind in word and actions

Rule 2 - Do as you are asked

- Listen to staff
- Follow instructions carefully
- Do your best work
- Accept decisions
- Get things done
- Help out when you can

Rule 3 - Be in the right place

- Stay in bounds
- Be on time for class
- Don’t dawdle
Rule 4 - Keep your hands and feet to yourself
- Don’t kick, punch or push others for ANY reason
- Solve problems in a non-violent, non-aggressive way
- Leave others alone to learn and play (no annoying or ‘accidental’ touches)
- Ask before touching other people’s property
- Use your hands and feet productively (for work, games, making things) not destructive things (bullying, rude gestures, hurting)

Rule 5 - Look after the school and its environment
- Care for property (schools and other students)
- Use equipment for the right purpose
- Put your rubbish in the bin
- Only use what you need
- Keep your work area and classroom clean and tidy
- Show respect and care for the school grounds (gardens, play areas etc)
- Enhance the school reputation in the community

Level Systems

There are 4 behaviour levels at Richmond North Public School.

Honours Level  exemplary behaviour
Green Level    satisfactory behaviour
Orange Level   significant behaviours causing concern
Red Level      serious behaviours requiring intervention

Honours Level

Students who display exemplary behaviour may qualify for honours level. This level recognises students who have gone ‘above and beyond’ normal expected behaviour at school. Students can be
nominated for Honours level by any staff member, however this nomination must be endorsed by the Principal. There are no limits to the number of students who can be nominated for Honours Level. There will be one induction assembly per term for students. Students will remain on this level for the remainder of the calendar year PROVIDED their behaviour remains at above satisfactory level.

Reasons for being on this level

You must show one or more of the following behaviours –

1. Outstanding leadership
2. Excellent application in class
3. Significant contribution to school life
4. Exemplary citizenship
5. Active participation in a range of school activities

What happens to students at this level

- Your parents will receive a congratulatory letter from the Principal
- Your achievement will be published in the school newsletter
- You will develop a good reputation and receive recognition from the school community
- You will receive an Honours badge to wear with pride

Green Level

All students begin on this level at the commencement of the school year. This level indicates that students are displaying satisfactory behaviour in all areas of the school. Most students will remain on this level throughout the year because they are being safe, respectful and responsible learners.

Reasons for being on this level

1. You cooperate with teachers and other students
2. You complete your work to an acceptable standard
3. You use good manners, take turns and work well with others
4. You solve problems in a sensible way
5. You are responsible, trustworthy and helpful

What happens to students at this level

- You will have the opportunity to participate in school activities and excursions
- You will develop a good reputation in the school community
- You will be seen as a good role model by younger students
- You may be given special responsibilities around the school
Orange Level

Students who display significant behaviours that are causing concern will be placed on Orange level. At this level, student behaviour is having a significant impact on other students, staff or the wider school community.

Reasons for being on this level

1. See behaviour chart for example behaviours

What happens to students at this level

- There will be an immediate consequence for your behaviour
- The teacher/Assistant Principal/Principal will explain to you why you are on Orange level
- A letter will be sent home to your parents explaining why you are on Orange level
- You may be excluded from school activities and excursions
- You may need an Individual Behaviour Plan

Processes for moving off Orange level

- After 5 school days, your Orange level will be reviewed
- If your behaviour has returned to a satisfactory standard, you will move back to green level
- If your behaviour continues to be unacceptable, your parents will be asked to attend a review meeting at school where an IBP will be developed. A formal suspension warning will be issued at this meeting
- You will remain on Orange level for a further 5 school days after the review/IBP being developed.
- If the student is complying with the IBP, then the student can return to Green level
- If the student is not complying with the IBP then the behaviour is now considered Serious and the student moves to Red level.

Red Level

Students who display serious behaviours that are causing concern will be placed on Red level. At this level, student behaviour is having a serious impact on other students, staff or the wider school community and will not be tolerated.
Reasons for being on this level

1. See behaviour chart for example behaviours

What happens to students at this level

If students have moved to Red level from Orange level then –
- There will be an immediate consequence for your behaviour
- Students will be dealt with according to the DEC Suspension and Expulsion policy

If students are on Green level but exhibit one of the behaviours outlined at Red level (Discretionary) then –
- There will be an immediate consequence for your behaviour
- Students MAY be dealt with according to the DEC Suspension and Expulsion policy OR at the discretion of the Principal may be placed on Orange level (see Orange level above)

If students exhibit behaviours outlined in the Behaviour Chart under Red level (Mandatory Suspension) then -
- Students will be dealt with in accordance with the DEC Suspension and Expulsion policy.

Processes for students returning from suspension

- All students will have an IBP developed in consultation with parents and the class teacher at the Suspension Resolution meeting
- After 5 school days, the IBP will be reviewed
- If the student has shown significant improvement, they can return to green level
- If no improvement has been made, parents will be asked to attend a further review meeting
- Processes will be put in place to ensure the safety of students and staff at all times
The student has failed to respond to efforts to assist him/her. The student will undertake a further program with the assistance of parent(s) and staff to assist in the development of more appropriate behaviour. Further, the student either indicates no desire to fit in with others at RNPS, or, in what may be a single incident, has shown total disregard for the safety of any members of the school community. The Principal may be forced to suspend, exclude or expel him/her for the welfare of the school as a community.

**Reasons for being placed at this level**

- Your effort and behaviour have been totally unsatisfactory and you are severely affecting the progress and comfort of others in the school.
- You have ignored attempts to help you.
- You have not tried to help yourself.
- You have definitely shown that you do not want to fit in with others at this school.
- Your behaviour has shown a total disregard for the welfare and safety of students and staff of Richmond North Public School.

**What happens to students at this level**

- Your parents will be notified in writing.
- You will be placed on a short suspension of up to four school days or a long suspension of up to twenty days.
- You will be expected to complete set work while on suspension and return it to school.
- You and your parents will be required to attend a meeting to resolve your suspension before you can return to school – this will involve developing an Individual Behaviour Plan (IBP).
- You will return to school at Red Level.

If a short or long suspension has not resolved your problem or your misbehaviour, attendance at another school or expulsion may be considered.

(Refer to Departmental guidelines, a copy of which may be obtained from the Principal, for procedures to be followed.)
Useful Strategies for Students When Dealing with Problems in the classroom and playground
When I solve problems on my own

I

- am assertive but polite
- talk about the rules
- control my feelings
- make sure I am safe

I do not

- act disrespectfully
- use my hands and feet
- make the problem worse
When I solve problems with others

I

• Talk it through
• Talk about rules
• Make sure I am safe
• Listen to opinions
  • Stay calm

I do not

• Gang up on others
• Encourage others to get involved in the problem
• Bully people
WHEN I TAKE MY PROBLEM AND PASS IT ON

- Make sure I tell the truth
- Walk away from the problem
- Control my feelings
- Talk about rules

I DO NOT

- Stretch the truth
- Carry on with the problem afterwards
- Use this as a means of getting back at others
- Speak disrespectfully
School Awards System

The purpose of School Awards is to:

- to recognise positive contributions that are made by the students,
- to encourage student excellence
- to enhance self-esteem.

At Richmond North Public School, there are THREE types of awards that may be given by teachers and other staff. These are –

1. Achievement and Special Awards

These are major awards which are given to children at our Annual Presentation Day. These awards are presented to students K-6 and may include awards for academic achievement, consistent effort, improvement, sport, CAPA and citizenship. Award recipients are decided at a meeting of teachers prior to the Presentation Day assembly.

2. School Merit Awards

These awards are presented to students K-6 in recognition of achievement and/or effort in the classroom, playground and at various school functions. These awards are presented weekly by teachers at our school assembly. Ferry awards may be given in these 4 areas –

- Academic Achievement - knowledge, understanding, discovery, application, innovation, presentation
- Creative Achievement - perform, construct, design, compose, create, imagine
- Sporting Achievement – movement skills, sportsmanship, courage, teamwork, participation
- Citizenship – care, courtesy, commitment, cooperation, consideration, common sense

Merit Awards should be given for effort or achievement above and beyond what would be considered ‘minimum standard’ for each particular student.
Award Certificates are earned through an accumulation of these merit certificates.

<table>
<thead>
<tr>
<th>Number of Merits</th>
<th>Award achieved</th>
<th>Student Receives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Bronze</td>
<td>Bronze Certificate presented at assembly</td>
</tr>
<tr>
<td>10</td>
<td>Silver</td>
<td>Silver Certificate presented at assembly</td>
</tr>
<tr>
<td>15</td>
<td>Gold</td>
<td>Gold Certificate presented at assembly</td>
</tr>
<tr>
<td>20</td>
<td>Platinum</td>
<td>Platinum Certificate at assembly</td>
</tr>
<tr>
<td>25</td>
<td>Book</td>
<td>Book presented at assembly</td>
</tr>
<tr>
<td>30</td>
<td>30+ Club</td>
<td>30+ Certificate presented at assembly + Special Luncheon</td>
</tr>
</tbody>
</table>

Teachers endeavour to regularly reward positive contributions by all students.

Children who receive special merit awards are featured in the school newsletter (The Messenger) and at K-6 assemblies.

Guidelines

- Certificates are to be shown to the teachers responsible as each award is reached, e.g. if a student brings in 15 certificates initially, the student will receive only the Gold Award. **This guideline encourages regular positive reinforcement.**

- Only certificates signed and dated by teaching and executive staff at RNPS will be accepted. Those awarded by outside bodies are not accepted but are recognised during school assemblies as we still wish to provide positive reinforcement for achievements.

- There are some stand-alone awards which do not count towards these special awards, e.g. Principal’s Morning Tea Awards, Birthday Certificates, Intensive Swimming Reports.

- Certificates are valid for the current calendar year.

- Certificates will be accepted for up to two or three weeks prior to the end of Term 4 during each school year for inclusion in the school magazine. The final acceptance date will be published in the school newsletter during Term 4.
3. In-class awards systems

Each class teacher will maintain their own ‘in class’ award system. This may include the use of stamps, stickers, tokens, table points etc. The award system used is at the discretion of each teacher. The aim of this system is to encourage good work habits, consistent effort, cooperative behaviour and positive attitudes. Unlike the other awards systems, there is no common criterion for allocating these awards. Teachers will endeavour to ensure that there is equity and fairness in the way in which these awards are given and that their students understand how these awards may be earned.