



TAMWORTH WEST PUBLIC SCHOOL

Discipline Policy & Procedures

School Guidelines and Support Documentation for
Implementation of NSW Department of Education Policy

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The school discipline policy outlines how discipline is implemented in the school. It will inform and guide students, staff and parents* about the aims, underlying philosophy, expectations, strategies and responsibilities for student discipline.

* The term 'parent' includes a guardian or other person having custody or care of a child. (Education Act 1990)

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, Tamworth West Public School has a school discipline policy which has been developed in consultation with school community members.

THE DOE POLICY AS IT RELATES TO TAMWORTH WEST PUBLIC SCHOOL

1. Objectives - Policy statement

1.1

Our policy contains four components. These are:

- the discipline code or school rules.
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect.
- strategies and practices to recognise and reinforce student achievement.
- strategies and practices to manage inappropriate student behaviour.

1.2

Our school discipline policy:

- is consistent with legislation and reflect government and departmental policy.
- incorporates the principles of procedural fairness.
- has been developed within a strong student welfare context.
- reflects the identified needs of the community.
- has grown from existing policies and practices.
- outlines expected standards of behaviour.
- defines the responsibilities of teachers, students and parents.

1.3

Consistent with the Education Act (1990) and Departmental policy, Tamworth West Public School may develop additional components for our school discipline policy to meet local needs.

2. Audience and applicability

2.1

Tamworth West Public School community

3. Context

3.1

Tamworth West Public School and its community work together to provide a quality learning environment which is:

- inclusive.
- safe and secure.
- free from bullying, harassment, intimidation and victimisation.

3.2

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, Tamworth West Public School is expected to maintain high standards of discipline.

3.3

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.

3.4

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.

3.5

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

3.6

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.

3.7

Tamworth West Public School has developed and implemented an Anti-bullying Plan consistent with the Bullying: Preventing and Responding to Student Bullying in Schools Policy

3.8

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.

4. Responsibilities and delegations

4.1 The Principal

4.1.1

The principal is accountable through the Director, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.

4.1.2

The principal is responsible for the development, implementation and monitoring of the school's discipline policy.

4.1.3

The principal is responsible for ensuring that the school's policy is evaluated and reviewed by the school community at least every three years.

4.1.4

The principal 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.

4.1.5

The principal must provide a copy of the school discipline policy to the Director, 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.

4.1.6

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.

4.1.7

The principal must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures.

4.2 Parents

4.2.1

Parents are expected to support the school in the implementation of the school discipline policy.

4.3 Teachers

4.3.1

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

4.4 Students

4.4.1

Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.

4.4.2

Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

5. Monitoring, evaluation and reporting requirements

5.1

Directors, Public Schools will monitor the local implementation of this policy and will report to their Executive Directors, Public Schools.

5.2

The Director, Student Engagement and Interagency Partnerships will monitor the state-wide implementation of this policy.

6. Contact

Leader, Social Inclusion, Ph: (02) 9244 5340.

Tamworth West Public School, Ph. (02) 6765 8316

PROCEDURES FOR TAMWORTH WEST PUBLIC SCHOOL

1. The Discipline Code



BEHAVIOUR CODE FOR STUDENTS

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 and Communities.

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 behavior 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 and Communities will back the authority and judgment of principals and school staff at the local level.

Responsibilities

Consistent with the Core Rules for All Students in NSW Public Schools our school expects all:

Students to:

- treat all people (teachers, fellow students, other staff and school visitors) with courtesy, respect and kindness;
- not engage in any form of harassment, victimisation or intimidation;
- be honest, well-mannered, cooperative and pleasant;
- show pride in their work, their school and the environment;
- try their best at all times and willingly participate in all school organised activities;
- accept responsibility for any misbehaviour;
- be willing to apologise;
- wear our school uniform each day;
- walk quietly in the buildings area;
- follow the classroom rules as set by the class teacher; and
- deposit any permitted mobile phone devices at the front office or with Stage 3 teachers each morning.

Teachers to:

- model respect at all times in their dealings with others;
- provide a challenging and student-centred curriculum;
- teach our students the Code of Behaviour, our expectations and the consequences of any misbehaviour in line with PBL;
- regularly discuss positive behaviour choices in the classroom, the playground and at assemblies;
- reward positive behaviours; and
- follow the agreed procedures of this policy.

Parents and carers to:

- accept shared responsibility for student discipline;
- support the school in the implementation of this policy, especially around uniform and mobile phones;
- attend interviews, assemblies and other opportunities to support this policy; and
- provide restitution to the school where their child has wilfully or recklessly caused damage to school property or the property of others.

School leaders to:

- provide for professional learning for staff in the areas of welfare, discipline and behaviour management;
- liaise with parents about the behaviour of their child;
- regularly communicate the school's welfare and discipline expectations to parents, staff and students; and
- monitor and review welfare and discipline practices in the school.

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

Promoting positive student behaviour is an essential part of Tamworth West Public School's Discipline Policy and promotes effective learning.

At Tamworth West Public School positive student behaviour is promoted by:

- Providing appropriate curriculum to meet the individual needs of students;
- Supporting students in achieving success;
- Valuing and acknowledging differences;
- Actively promoting, teaching and supporting positive behaviour through *Positive Behaviour for Learning* (PBL);
- Consistent implementation of the *Behaviour Code for Students*;
- Appropriate Professional Learning for staff;
- Encouraging the staff and community to role model respectful, responsible and resilient behaviour;
- Promoting an understanding and awareness of the role and responsibilities of parents and caregivers in the management of student behaviour; and
- Providing suitable support programs through referrals to the School Learning Support Team.

RESPECT RESILIENCE RESPONSIBILITY		
<p>Week 4, 2017</p> <p>Setting: COLA</p> <p>Expectations: Respect, Resilience and Responsibility</p> <p>Why it is important:</p> <ul style="list-style-type: none"> - Safety - Keeping our area clean - Getting ready for the school day <p>Looks like/Sounds like:</p> <ul style="list-style-type: none"> - Sitting down and talking quietly with your friends - Listening to teacher instructions - A rubbish free area - Not going in out-of-bounds areas <p>Positive examples:</p> <ul style="list-style-type: none"> - Sitting during lunch to eat without walking around - All rubbish is in the bin - Quiet games - Lining up quietly - No bags in the area <p>Lesson and role play ideas:</p> <ul style="list-style-type: none"> - Explain this week's focus - Discuss the uses for the COLA. For example- before school, sitting on a chair waiting for play bell to go and teacher to come on duty, infants eating area for lunch and recess, parental collection point, shade area to sit or play around during break times. - Engage: show video (Faculty -> Teacher -> PBL -> PBL Videos -> COLA Video) - Discuss: What behaviours are happening in this clip? - Mind map students expectations in the COLA area. Walk, Listen to Teacher instructions, Be inclusive, Respect each other (see poster) - Activity: Role play idea- students demonstrate how they wait under the cola before school begins. Photograph the role play and display the photos in the classroom or send through your photos to one of the PBL team members <p>Ideas to prompt expected behaviour:</p> <ul style="list-style-type: none"> - Discuss why Tamworth West has these expectations - Role play scenarios - Refer to PBL roster - Remind students of expectations <p>Procedures for recognising appropriate behaviours:</p> <ul style="list-style-type: none"> - Verbal praise - Raffle tickets - Weekly PBL Award - Acknowledge <p>Procedures for correcting inappropriate behaviours:</p> <ul style="list-style-type: none"> - Refer to Tamworth West expectations poster - Reteach - Role play - Apply <p>Evaluation:</p>		

Example PBL Lesson



Example PBL Videos

3. Strategies and practices to recognise and reinforce student achievement

Reinforcing student achievement is common practice at Tamworth West Public School. Rewards are given for achievement, citizenship, effort and personal improvement such as:

- Encouragement and praise
- Class based rewards
- Raffle Tickets (for positive behaviour in the playground)
- Assembly Awards for achievement, citizenship and effort
- 'Best at West' awards
- PBL awards
- End of year awards
- Whole class awards
- Class Dojo points
- Commendations at assemblies and in the school newsletter.

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Acknowledging and Rewarding Student Achievement & Positive Behaviour Overview

Individual Classrooms

Class teachers employ a variety of strategies in the classroom to reward student and team effort and achievement. This includes, but is not limited to, Dojos, Peg Charts, Raffle Systems and Smiley Faces on the board. Positive work habits are also acknowledged in the classroom through the use of verbal and non-verbal methods. This includes praise, stamps, stickers and display of work in the classroom.

Whole School Positive Recognition

PBL Raffle Tickets

Raffle tickets are issued each week by teachers to recognise positive behaviour in the playground. These raffle tickets are issued for showing RESPECT, being RESPONSIBLE and being RESILIENT.

Whole School Positive Behaviour for Learning (PBL) Assembly

Each Monday a whole school assembly takes place to discuss our weekly PBL focus. The raffle ticket draw takes place at this assembly. This assembly is also used to verbally acknowledge students for sporting, cultural and academic achievement throughout the week.

K-2 Assembly and 3-6 Assembly

K-2 classes and 3-6 classes hold weekly assemblies to recognise achievements in the classroom and playground. Each class is rostered to chair their assembly and to showcase an item. Students are acknowledged for positive achievement and behaviour through:

- Principal Awards for BEST AT WEST
- Class Awards for Student of the Week, PBL, Book Work and Free Choice
- To acknowledge and promote home reading, students are awarded with Reading Awards.



Presentation Day Ceremony

Our annual Presentation Day Ceremony is held at the end of Term 4 each year to award students who have been recognised by the classroom teacher or extra curricular organisers for their positive efforts throughout the year. Students are presented with prizes and awards for academic achievements, sporting achievements, cultural achievements and leadership.

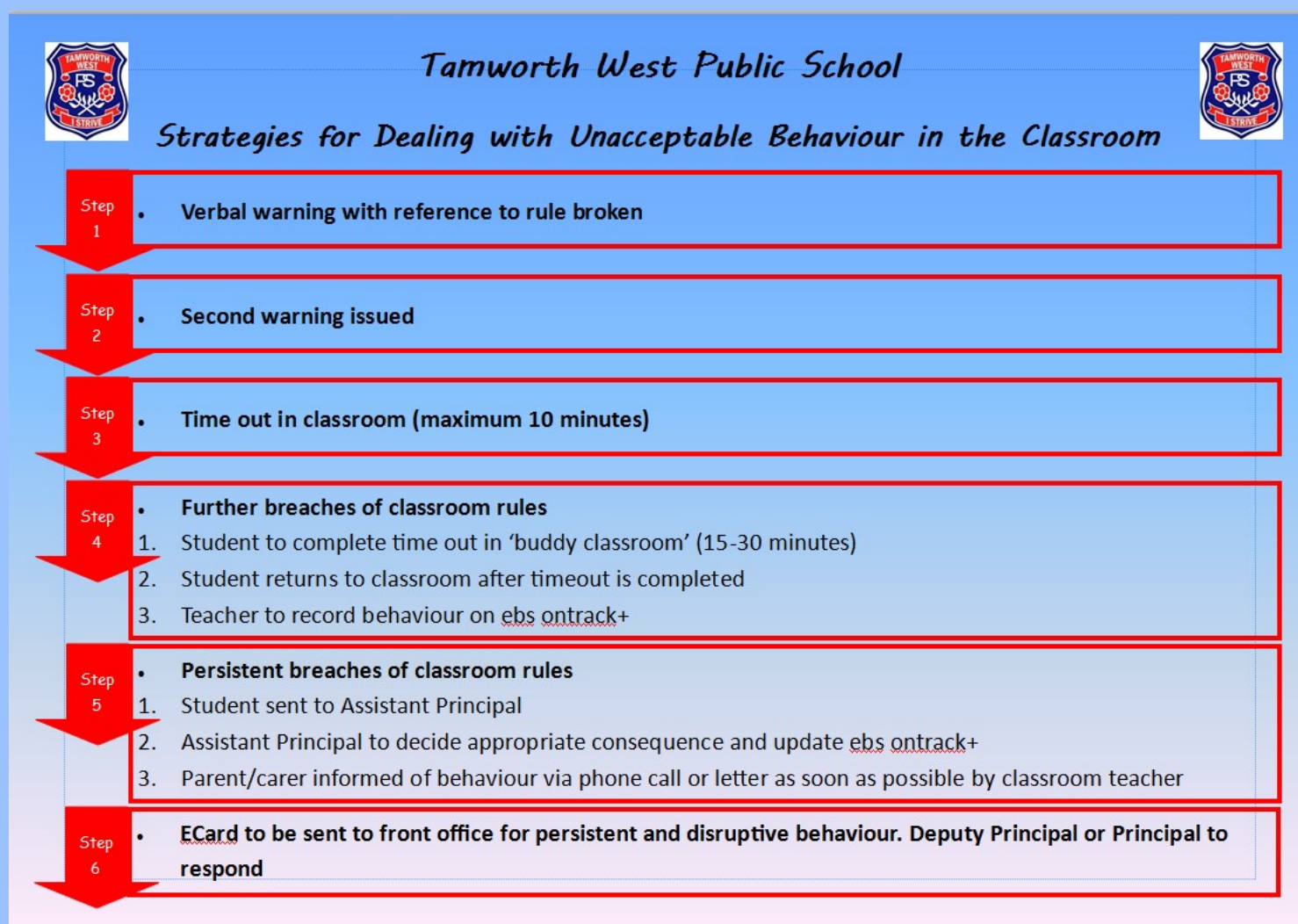
4. Strategies and practices to manage inappropriate student behaviour

Consistent with the Education Act (1990) and Departmental policy, schools may develop additional components for their School Discipline Policy to meet local needs.

Our school has adopted a range of practices to manage inappropriate student behaviour. These practices range from the incidental and informal intervention by staff when they see a student doing the wrong thing through to more formalised disciplinary action.

Strategies for Dealing with Unacceptable Behaviour

Throughout the year classes use the DoE School Code of Behaviour to develop the students' understanding of the school expectations—RESPECT, RESPONSIBILITY and RESILIENCE. These are used as a basis for counselling students when they misbehave. Teachers have strategies to deal with misbehaviour as part of their management practices. The following flowcharts work to provide consistency.





Tamworth West Public School



Strategies for Dealing with Unacceptable Behaviour in the Playground

Step
1

- Teacher to thoroughly investigate any incident

Step
2

- **Minor Behaviour**
 1. Restorative conversation lead by teacher
- **Repetitive Minor Behaviour**
 1. Time out at designated area or shadow teacher depending on the situation (maximum 10 minutes).
 2. Teacher to record behaviour on ebs ontrack+
- **Major Behaviour**
 1. Student sent to R Cubed
 2. Teacher to record behaviour on ebs ontrack+
 3. Assistant Principal to be advised of behaviour. Assistant Principal to decide appropriate consequence and update ebs ontrack+. Assistant Principal to notify parent/carer

Step
3

- **Extreme Behaviour or Repetitive Major Behaviour**
 1. ECard to be sent to the front office by teacher
 2. Deputy Principal or Principal to respond.
 3. Deputy Principal or Principal to decide appropriate consequence and update ebs ontrack+. Deputy Principal or Principal to notify parent/carer.
 4. Extreme Behaviour or Repetitive Major Behaviour may lead to utilisation of suspension guidelines

OTHER RELATED DOCUMENTS

Department of Education and Communities (2006). *Student Discipline in Government Schools*.

Department of Education and Communities. *Behaviour Code for Students*.

Department of Education and Communities (2015). *Wellbeing Framework for Schools*