

# **Belmore North Public School**



## **Student Discipline in Government Schools Policy Implementation Procedures**

## Rationale

Good discipline is fundamental to the achievement of Government priorities for the public school system.

Belmore North Public School is committed to development of the whole child including his/her personal, social and learning needs. The consistent implementation of school wide wellbeing and discipline practices creates a predictable, secure and supportive learning environment to maximise students' opportunities for self-direction of personal conduct and social responsibility. A well-ordered environment in turn, assists students to maximise their learning.

The procedures should be read in conjunction with the school's *Anti-bullying Plan*, *Positive Behaviour for Learning (PBL) Handbook* and *Learning Support Team Procedures* and the departmental procedures and guidelines below. The school is currently transition to LMBR and references to **Sentral** may be replaced.

- [Behaviour Code for Students \(PDF 65.29 KB\)](#)
- [Guidelines for the use of Time-out Strategies Including Dedicated Time-out Rooms \(PDF 194.94 KB\)](#)
- [Student Discipline in Government Schools - Support materials \(PDF 439.04 KB\)](#)
- [Suspension and Expulsion of School Students Procedures \(PDF 1495.67 KB\)](#)
- [Suspension and Expulsion of School Students Procedures - Information for Parents \(PDF 438.82 KB\)](#)
- Work Health and Safety (WHS) Policy

## Objectives

The school's procedures comply with the Department of Education's policy statement and include:

- 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.

The school's procedures comply with Department of Education requirements as follows:

- are 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.

## **Audience and Applicability**

NSW Government Schools including students who attend Belmore North Public School.

## **Context**

Belmore North and its community works together to provide a quality-learning environment that is:

- 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 school 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 procedures, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

These procedures are 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.

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

The school discipline procedures 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.

## **Responsibilities and Delegations**

### **Principal**

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

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

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

The principal must ensure that students, staff, parents, and carers are provided with an opportunity to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.

The principal must provide a copy of their school discipline policy to his/her 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.

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.

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.

#### **Parents**

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

#### **Teachers**

Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation. The abbreviation *AP* is used to denote an assistant principal.

#### **Students**

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

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

#### **Related documents**

- Anti-Racism Policy
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- Drugs in Schools Policy
- Sample Evidence of Policy Implementation
- School Attendance Policy
- Student Welfare Policy
- The School Uniform Policy
- Working With Children Check Policy

#### **Monitoring, Evaluation and Reporting Requirements**

The principal is responsible for monitoring the implementation, evaluating and reviewing the school's procedures at least every 3 years.

Department of Education Behaviour Code for Students and Actions- see Appendix 1

#### **School Discipline Code**

All students are expected to:

- Be Safe
- Be Respectful
- Be a Learner

These wide reaching rules cover a range of specific behaviours that are detailed in the school's *Positive Behaviour for Learning* (PBL) procedures.

## **Strategies and Practices to promote positive student behaviour, including specific strategies to maintain a climate of respect**

Belmore North Public School implements *Positive Behaviour for Learning* as a system for consistent recognition of positive behaviour and management of negative behaviour.

All classrooms must have class rules and behaviour management system clearly displayed.

Every classroom must have a dedicated chair (ES1) or time out desk.

## **Strategies and practices to recognise and reinforce student achievement**

### **Tree Stamp Reward System**

The school reward system is based on the tree stamp and integrated in most classrooms with Dojo points.

#### **1 Dojo point = 1 tree stamp**

Tree stamps are given to reinforce and acknowledge appropriate behaviour. Tree stamps have a cumulative value:

20 tree stamps = a (white) merit certificate which is awarded at the school assembly

5 five merit certificates = a coloured certificate aligned to each grade:

- ES1 and Stage 1: Lilac Certificate
- Stage 2: Ruby Certificate
- Stage 3: Emerald Certificate

Students who receive a coloured certificate are rewarded at the end of each term with a pizza party.

5 coloured certificates = Gold certificate

Students who receive a Gold certificate receive a gold medallion on Presentation Day and are invited to a movie day excursion.

## **Strategies to reinforce positive playground behaviour- Playground Tokens**

Teachers on duty at recess and lunch give students playground tokens to reinforce positive behaviour. Teachers must write the student's name, year and duty location on the token.

Students who receive a token place it in the PBL letterbox.

Each Friday the teacher on microphone duty selects a token and the student receives a merit certificate and an ice block from the staff room at lunchtime

## **Strategies and practices to manage inappropriate student behaviour**

### **Red Slip System**

#### **For non-violent classroom or playground behaviour**

To encourage positive behaviour proactively, teachers give a minimum of 4 positives to one negative feedback comment.

**Persistent negative behaviour is managed with the following steps:**

The student is given 2 warnings and the expected behaviour is stated. If the behaviour continues, the student is given time out in the classroom or on the playground. In the classroom, a student is provided with a reflection sheet to complete.

If the behaviour persists after class time out the student is sent to the teacher's buddy class, a red slip is completed and the student is referred to the assistant principal for that stage. The assistant principal determines the appropriate consequence for the student that may include detention. If the student is placed on detention this is noted on the red slip which is passed on to the class teacher. **Only an assistant principal can place a student on detention.**

The class teacher enters the details of the red slip onto the school's behaviour monitoring software (Sentral) and generates a letter to the student's parent for the assistant principal to sign. The class teacher monitors the number of red slips a student accumulates.

If a student receives 3 red slips in one term, the teacher alerts the Stage supervisor who contacts the student's parent to discuss their concerns about the student's behaviour.

The Stage supervisor is responsible for discussing the follow up actions with the principal who may issue a formal warning of suspension letter.

**\*If a student behaves violently, dangerously or aggressively or absconds the teacher sends a student to the office for immediate help.**

**\*Students involved in violent, dangerous or aggressive behaviour immediately receive a red slip and referral to the relevant assistant principal and principal.**

**Flowchart for Managing Inappropriate Behaviour- see next page.**

# Flowchart for Managing Inappropriate Behaviour

## Classroom

1<sup>st</sup> reminder- record name

2<sup>nd</sup> Warning—record against name for low level behaviour eg calling out.

3<sup>rd</sup> Warning—recorded and

Class Time out at dedicated time out table (Optional completion of reflection sheet)

Continued poor behaviour:

Student sent to buddy class with work for time out until end of session.

Teacher completes Red Slip and sends to Stage AP.

AP determines appropriate consequence

Referring teacher records incident on Sentral

Aggressive, dangerous or violent behaviour always results in a red slip

If student is compliant he/she sits in time out.

If necessary use red EMT card and send with a student to the front office for help or use the phone. Alert the nearest teacher and seek help.

Remove class to outside area

Teacher completes red slip and sends to Principal or AP

## Playground

Warning given

If behaviour re-occurs teacher gives immediate consequence eg

Sit down in appropriate place eg silver seat in shade for specified time. Communicate matter to relieving teacher if

Walk with teacher

If further inappropriate behaviour student sits down for remaining break time and teacher issues red slip for referral to AP or Principal

Serious health incident or dangerous or violent behaviour eg asthma or suspected serious injury or fighting

Send a student with the red EMT card to the front office for help

Health incident ⇒ Follow emergency care procedures until help arrives

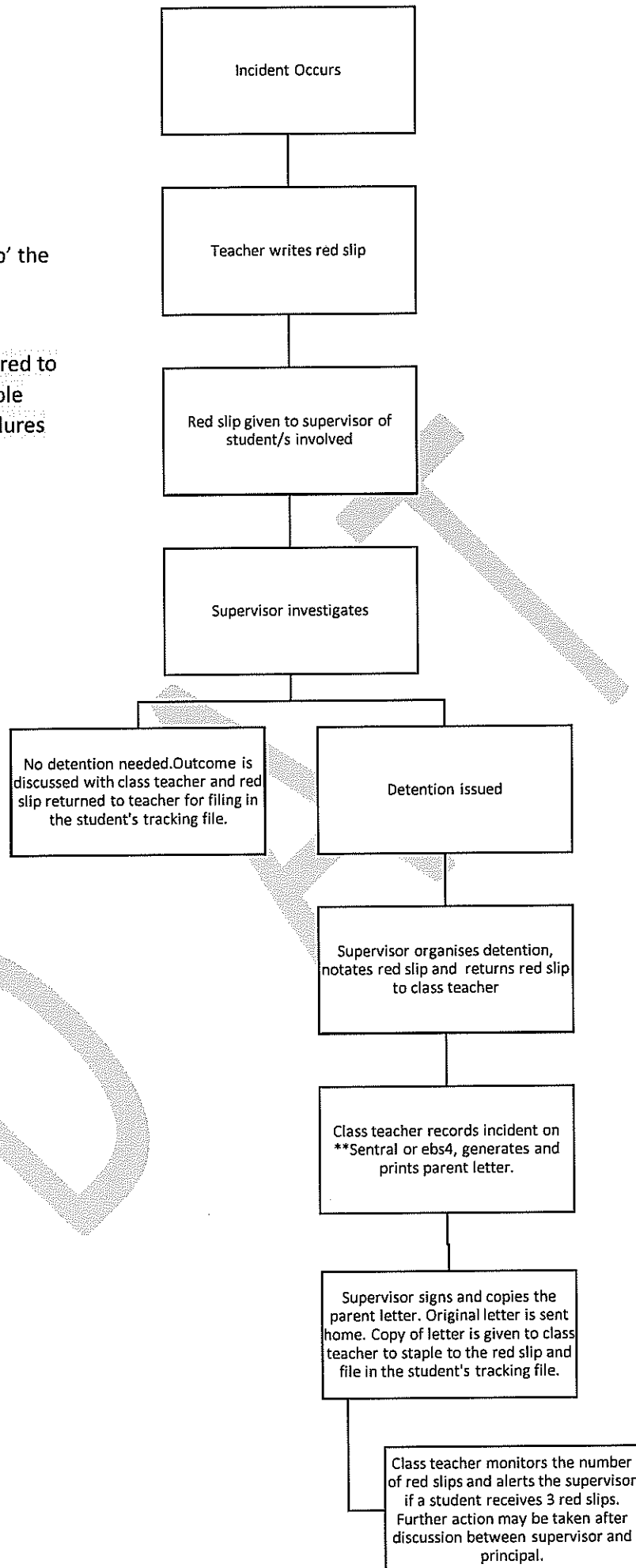
Fighting ⇒ students taken to office for time out with Principal or AP

Teacher completes accident report or red slip.

Principal or AP determines further action.

If a student receives a 'red slip' the following procedures must be followed:

NB: Violent behaviour is referred to the principal as soon as possible following the incident. Procedures remain the same.





## **Detention**

Only APs may put a student on detention. Detention may be used as a consequence for inappropriate behaviour. Assistant principals **may** place students on detention after receiving a referral through the red slip process. Detention is for a minimum of 1 X half of lunch. Students sit in designated areas on the playground out of the sun or may sit in the APs' office under supervision.\*\* The relevant AP communicates with the teacher on duty to inform him/her that a student is on detention.

**\*\*It is recommended that any member of staff not be in a room with only one student.**

While on detention students may also be required to complete a reflection sheet and receive counselling from the relevant executive staff member.

### **Students receiving recurrent red slips in 1 term:**

The class teacher monitors the number of detentions or Red slips a student receives in a term and alerts the assistant principal.

2 detentions – parents are contacted by the assistant principal to discuss the student's behaviour.

3 detentions – assistant principal informs the principal and parents are invited to interview to discuss the student's behaviour and development of a behaviour support plan with ongoing monitoring. In addition to the principal, the meeting and development of a behaviour support plan may include: the teacher, relevant assistant principal, school counsellor, learning support teacher and/or other relevant staff.

Continued non-compliant behaviour may result in suspension.

Violent, dangerous or aggressive behaviour including absconding may result in immediate suspension.

## **PSSA Sport**

Representing Belmore North Public School in PSSA sport is a privilege. As part of the signed code of conduct, behaviour at sporting grounds and at school is expected to be of a high standard. Failure to do so is a breach of the code of conduct that students agree to. If a student receives a detention during the week, they forfeit their privilege to participate in PSSA. The coaching teacher may call upon reserves, or may have to forfeit the game if numbers are not adequate. Students are made aware of this prior to trying out for the team. Any student who forfeits their privilege of playing PSSA that week will remain at school and join the school sport group.

### **Tier 3 and Tier 2 students**

Tier 3 and Tier 2 students need intensive support for behaviour management. After consultation with parents, a referral is made to the learning and support team. Further consultation may take place with the school counsellor, learning and wellbeing officers and interagency support personnel. Strategies are developed that may include a behaviour support plan including risk management, a behaviour response plan and individual behaviour management plan.

## Positive Behaviour for Learning - Behaviour Matrix

**Everyone at Belmore North is expected to be: safe, respectful and a learner**

	Be Safe	Be Respectful	Be a Learner
School-wide	<ul style="list-style-type: none"> <li>• Keep hands, feet and objects to yourself</li> <li>• Use equipment for correct purpose</li> <li>• Seek teacher help</li> <li>• Listen to instructions</li> <li>• Be in the correct place</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in an appropriate voice and volume</li> <li>• Follow all instructions</li> <li>• Wait your turn</li> <li>• Listen to the teacher and others</li> <li>• Listen to the ideas of others</li> <li>• Treat others how you would like to be treated</li> <li>• Share equipment and space</li> <li>• Treat all equipment with care</li> <li>• Say <i>please</i> and <i>thank you</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a go</li> <li>• Do your best</li> <li>• Ask for help when needed</li> <li>• Take turns</li> <li>• Follow teacher instructions</li> <li>• Listen to others</li> </ul>
Classrooms	<ul style="list-style-type: none"> <li>• Sit correctly on the floor and seats</li> <li>• Walk carefully around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the room tidy</li> <li>• Speak politely to others</li> </ul>	<ul style="list-style-type: none"> <li>• Bring equipment to school</li> <li>• Ignore distractions</li> <li>• Stay on task</li> </ul>
Playground	<ul style="list-style-type: none"> <li>• Watch out for others</li> <li>• Wear a hat</li> <li>• Big balls only to be used on synthetic surface and on netball courts</li> <li>• Only eat <i>your</i> food.</li> <li>• Leave sticks on the ground</li> </ul>	<ul style="list-style-type: none"> <li>• Put all rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>• Play by the rules of the game</li> <li>• Accept the result –win or lose</li> </ul>
Library	<ul style="list-style-type: none"> <li>• Walk in the library</li> <li>• Sit correctly on the floor and seats</li> </ul>	<ul style="list-style-type: none"> <li>• Put books back where they belong</li> <li>• Keep the library tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Bring library bag</li> <li>• Return books on time</li> </ul>

Transitions (around the school)	<ul style="list-style-type: none"> <li>• Stay with the teacher and group</li> <li>• Keep left on the stairs</li> <li>• Walk one step at a time</li> <li>• Keep food and drink closed when moving through the school</li> <li>• Walk in straight lines</li> </ul>	<ul style="list-style-type: none"> <li>• Looking to the front when walking</li> </ul>	<p>Move quietly around the school</p> <p><i>Be on time going straight to your destination</i></p>
Toilets	<ul style="list-style-type: none"> <li>• Walk in the toilets</li> <li>• Use toilet and wash hands only</li> <li>• Report any problems to a teacher</li> <li>• Drink from the bubblers</li> <li>• Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>• Keep toilets tidy</li> <li>• Flush the toilet after use</li> <li>• Use toilet and wash hands only</li> <li>• Leave door unlocked unless using</li> <li>• Wait your turn to use toilets and bubblers</li> </ul>	<ul style="list-style-type: none"> <li>• Use the toilets at break times</li> </ul>
Computer Lab/ Connected Classroom	<ul style="list-style-type: none"> <li>• Keep hands and feet away from electrical cables and wires</li> <li>• Be cyber safe</li> <li>• Keep food and drinks outside the room</li> <li>• Keep passwords safe</li> </ul>	<ul style="list-style-type: none"> <li>• Work quietly</li> <li>• Ask permission before printing</li> <li>• Leave the room in a neat and tidy manner</li> <li>• Log off computer for next class</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Follow instructions when saving work</li> <li>• Offer help when needed</li> </ul>
Sport	<ul style="list-style-type: none"> <li>• Have proper clothing and equipment</li> <li>• Follow the rules of the game</li> <li>• Report any injuries to a teacher</li> <li>• Stay with the group</li> <li>• Slip, Slop, Slap, Shade</li> </ul>	<ul style="list-style-type: none"> <li>• Include other students and be encouraging</li> <li>• Accept the result- win or lose</li> <li>• Be a helpful teammate</li> <li>• Follow the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Practise new skill</li> <li>• Learn about the games and their rules</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>• Wait in line for your turn</li> <li>• Stay in the correct line</li> <li>• Carry food carefully</li> <li>• Look out for other students</li> <li>• Walk in the canteen area</li> </ul>	<ul style="list-style-type: none"> <li>• Line up fairly in the correct line</li> <li>• Put all rubbish in the bin</li> <li>• Order your lunch before school</li> <li>• Use your money only</li> <li>• Use your money for <i>your</i> food only.</li> </ul>	<ul style="list-style-type: none"> <li>• Check your change</li> <li>• Eat food from home first</li> </ul>
Hall	<ul style="list-style-type: none"> <li>• Sit correctly on the floor and seats</li> <li>• Walk carefully around the hall</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the hall tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore distractions</li> </ul>

Excursions (out of school)	<ul style="list-style-type: none"> <li>• Stay with your group</li> <li>• Remain seated in moving vehicles and wear seat belts</li> <li>• Have proper clothing and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of other members of the community</li> </ul>	Bring equipment to school <ul style="list-style-type: none"> <li>• Ignore distractions</li> <li>• Stay on task</li> </ul>
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Education & Communities

Public Schools NSW

## 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.**

DRAFT

# **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.