EAST MAITLAND PUBLIC SCHOOL

SCHOOL DISCIPLINE POLICY

2010
Statement of Purpose

At East Maitland Public School we believe that learning is a lifelong process. Within our school community, each member is recognised as an individual with potential skills, ability and gifts, which need to be shared and developed. This occurs in a cohesive, supportive, safe, fun, happy and stimulating environment where creativity and flexibility are encouraged and respected.

The Positive Behaviour for Learning framework underpins all aspects of schooling at East Maitland Public School and programs and practices at East Maitland Public School. This is supported by the community which enables us to strive to develop individuals who are self-directed learners who make positive contributions to society.

Our core values and school rules have been determined by the school community and underpin all aspects of our school including our positive school climate, high expectations and strong academic performance.

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, East Maitland Public School expects and maintains a high standard of discipline.

Collaboration between school, staff, students and parent(s) and/or carer(s) is an important feature of discipline at East Maitland Public School.

Rationale

A successful school relies on the commitment of its staff, the support of the community, the enthusiastic participation of its students and effective communication between them all. At East Maitland Public School we encourage community participation and involve both parents and students in developing a positive atmosphere within the school.

While self-discipline is the ultimate aim, students need support to learn appropriate behaviour and to appreciate the consequences of their choices. At East Maitland Public School we implement a strong Positive Behaviour for Learning framework (PBL) which has clear guidelines, well defined expectations, consequences and support structures to acknowledge appropriate behaviour and redirect inappropriate and unacceptable behaviour. The practices and processes involved with the PBL framework are widely accepted and supported by the school community.

Students require clear guidelines in order to function effectively in a community and to learn to their full potential in a safe learning environment. East Maitland Public School provides a clear set of guidelines and behaviour expectations for all staff and students. Students, parents and carers are provided with a copy of this framework at the beginning of each year and as reviews occur.

Core Values

Schools in NSW share with families and the community the responsibility for teaching values. In schools, core values influence how people communicate, work together and make decisions. They are reflected in the policies and procedures of schools and the Department. They also guide the learning experiences that are provided for students and how they are provided.

Values are taught explicitly in classrooms and through the activities and relationships of the school and its community.

Respect – Respect is an attitude of caring about people and treating them with dignity. Respect is valuing ourselves and others.

Responsibility – Being responsible means that others can depend on you and you are willing to be accountable for your actions.
Participation - Participation is all about sharing in a learning experience and having a go, trying your best and encouraging others to do the same.

Learning – Learning is building knowledge and understanding through listening, participating and taking action to improve.

Cooperation - Cooperation is working together for the good of everyone and involves a willingness to respect others and to follow rules which keep everyone happy and safe.

School Rules

All students in 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. (NSW Govt Core Rules)

The East Maitland PS community has developed the following rules that reflect DET priorities. These rules provide the framework for the standards of student behaviour that are expected by the school community and are displayed throughout the school. Each rule is short, simple and clear in purpose and explicitly taught in all classrooms.

The five school rules are:

- Be Honest
- Be safe
- Learn all you can
- Respect yourself and Others, and
- Look after the environment

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

Positive discipline is an essential part of East Maitland Public School’s Discipline Policy. At East Maitland Public School teachers use a range of techniques to reinforce positive behaviour and maintain a climate of respect.

Practices to foster good discipline include:

- Supporting students in achieving success in learning
- The consistent use of good behaviour management techniques e.g.
  - giving simple directions with which students are expected to comply
  - regularly noticing and commending students for complying with rules and directions
- avoiding the use of ridicule, embarrassment or “put downs”
- involving all members of the class by directing questions to the full range students
- encouraging on-task learning behaviour by moving about the room and supervising work
- refocusing and redirecting attention when students are inattentive
- having a plan for managing behaviour interruptions
- following up any significant behaviour disruption

- Positive Behaviour for Learning (PBL) – whole school implementation of PBL framework.
- Staff modelling of consistent, caring and controlled behaviour
- Discussion with parents and caregivers of roles and responsibilities in managing student behaviour
- Providing programs and lessons which develop self-discipline, communication, responsible decision making and social skills.
- Providing appropriate support for students with learning problems.
- Discussing with students acceptable and unacceptable behaviours.
- Providing opportunities for interaction between younger and older students.
- A system of praise and rewards
- Focussing on lifting the self-esteem of individuals, class and school spirit to encourage high expectations in children and the production of quality work
- Creating an understanding of acceptable social behaviours and the desire to follow the school code of conduct and support the values and Core beliefs of the school
- Developing attitudes of sensitivity and respect for others and the belief that all children have the right to learn and play without interference
- Communicating with parents and enlisting their support in matters of behaviour
- Administering discipline fairly and consistently within the guidelines of the Code of Conduct and the Fair Discipline Code

**PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

At East Maitland P S we believe in “catching students doing the right thing”. The use of praise and recognition for effort and achievement is integral to the schools aim of having students perform to their personal best

Staff use appropriate rewards and consequences, consistently and fairly applied, avoiding any gender or cultural bias.

Some of our positive reinforcers include:

- The provision of on-going feedback to the student for appropriate behaviour such as with a smile or encouraging comments. Reinforcement will be appropriate to the age and development of the students
- Consistent and caring behaviour of staff
- Praise, reward and acknowledgement of effort by teachers, peers, principal and parent helpers
- The use of stickers, stamps, merit certificates, awards, special treats, activity rewards and other school-based awards
- Special privileges and responsibilities
- Commendation and recognition at assemblies and special school occasions
- Regular communication to parents
- Acknowledgement of students in the newsletters
- Public acknowledgement, through the local media, of school and individual achievements
- Weekly achievement awards presented at assemblies
- House Points
- Principal’s awards each week for special effort
Inappropriate behaviours may incur any of the following consequences depending on severity, consistency and context of the behaviour.

- Proactive intervention e.g. three warnings, timeout, buddy teacher etc
- Walking with supervising teacher in the playground
- Incident documented and reported to Stage Leader if deemed necessary for follow up.
- Incidents recorded in the Classroom Behaviour Book
- Data entry onto ESR Welfare program for record keeping
- Counselling-teacher and student discuss appropriate behaviours and school rules.
- Removal from the situation-child placed in a different part of the room or playground
- Planning Room
- Writing an individual behaviour plan
- Student may be referred to the supervising executive
- Loss of part of the lunch play period—child is supervised by class teacher
- Parent interview may be organised
- Behaviour Monitoring Card established
- Referral to Deputy Principal or Principal
- In School Suspension or suspension considered in cases of a serious nature.

*A suspension may be warranted in cases of continued disobedience, aggressive behaviour, physical violence, use of prohibited weapons, firearms or knives, possession of a suspected illegal substance or criminal behaviour related to the school. (Suspension and Expulsion of School Student Procedures, 2007)*

When establishing consequences we consider the view that all behaviour has purpose. For example, *acting out* behaviour sometimes has complex causes, such as:

- Lack of knowledge and skill in behaving appropriately
- Inappropriate behaviour management at home and school
- Different cultural expectations between home and school
- A need to react to a lack of choices and control in the student’s life
- The age, disability or stage of development of the student.
- After a traumatic experience, misbehaviour may be a way that a student can seek help or require support
OVERVIEW OF CONSEQUENCES FOR INAPPROPRIATE BEHAVIOURS

CLASSROOM

STEP 5.
Go to the office.
Parent contacted DP and/or Principal

STEP 4.
Time out with supervisor till next break.
Parent contacted (Team leader)

STEP 3.
Time out
In buddy class
Parent contacted (class teacher)
RISC entry

STEP 2.
Further verbal warning
5 minutes time out.
(optional RISC entry)

STEP 1.
Verbal warnings
(class beh. management procedures)

PLAYGROUND

BLACK LEVEL.
Suspension as per departmental policy.
Parents notified.

RED LEVEL.
Direct referral to Principal/Deputy.
Parents notified.
Planning room. Possible suspension.

ORANGE LEVEL.
Appropriate immediate consequences.
Assistant Principal notified and RISC entry. Parents contacted by class teacher.

GREEN LEVEL
Teacher correction and immediate consequences given, eg.
Time out, shadow teacher, rule reminder.

A suspension may be warranted in cases of continued disobedience, aggressive behaviour, physical violence, use of prohibited weapons, firearms or knives, possession of a suspected illegal substance or criminal behaviour related to the school. (Suspension and Expulsion of School Student Procedures, 2007)
When parents enrol their children at East Maitland PS 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 the development of social responsibilities.

TEACHER RESPONSIBILITY

- Provide appropriate and well prepared teaching and learning programs
- Provide consistent and fair discipline, counselling and guidance
- Provide a safe, pleasant and healthy environment
- Provide a high level of care for all students
- Be a positive role model for students
- Liaise openly with parents, community members, staff members and students.
- Ensure collegial processes to support student progress, behaviour and learning

PARENT RESPONSIBILITY

- Actively support, explain and reinforce school values and rules to students
- Support the school and its programs
- Support home/school learning
- Share the responsibility for developing socially acceptable behaviour
- Instil respect and love of learning
- Communicate with the school to maximise access and participation
- Follow school routines and procedures.
- Ensure punctuality and attendance of students
- Be responsible for the well being of students – food, clothing, routines
- Provide relevant health, medical and emotional information

STUDENT RESPONSIBILITY

- Actively demonstrate an understanding of our Core Values (Respect, Participation, Responsibility, Cooperation and Learning).
- Apply themselves to learning
- Be punctual and prepared
- Listen and follow directions
- Follow to all school rules
- Show respect for others and their property
- Care for all school equipment
- Show courtesy to others
- Show respect for teachers and cooperate with all staff members
- Resolve conflicts peacefully
- Play and work safely
- Maintain school standards of dress and presentation
- Display appropriate manners and social etiquette
- Accept responsibility for their actions and decisions
• Act in ways that respect others safety and security. (No violence, discrimination, harassment, bullying, teasing, intimidation or weapons)
• Do not bring to school or use illegal drugs, alcohol, tobacco, weapons or dangerous/banned items.
• Accept racial, religious, social, cultural or political differences.

**Policy Appendices:**

• Appendix 1. Green slip.
• Appendix 2. Planning room letter to Parents.
• Appendix 3. Student expectations for playground.
• Appendix 4. School Values Awards.
• Appendix 5. Merit cards
• Appendix 6. Behaviour Monitoring Card
• Appendix 7. Personal postcards.