

# Kellyville Public School

*A tradition of excellence and opportunity*



## DISCIPLINE POLICY

### **PURPOSE**

At Kellyville Public School we strive to maintain a safe and secure environment for our students. We recognise the importance of:

- a learning environment that promotes individual achievement
- having a positive approach to the behaviour of students
- consistency being a key element to achieving success

All students are explicitly taught our school rules;

**At Kellyville PS I will:**

**be respectful**  
**be safe**  
**be a learner.**

Students are rewarded for following the school rules, but there are occasions when students require support for making inappropriate choices.

### **RATIONALE**

All students 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 learning. Collaboration between school staff, students and parent or carer is an important feature of discipline in government

### **AIMS**

This policy aims to reflect the set of core rules set by the DoE. These rules state that students are expected to:

- Attend school every day, be in class on time and prepared to learn, unless they are legally excused.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, respectfully 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 all property belonging to themselves, the school and others.

## **IMPLEMENTATION**

The implementation of the discipline policy takes into account factors such as the age, individual needs and the developmental level of the child.

The implementation of Positive Behaviour for Learning (PBL) underpins our Student Welfare policies and procedures. PBL is a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing inappropriate behaviours.

### **Features of PBL:**

- School wide systems and practices to support the implementation of expectations.
- Recognition of the link between behaviour and curriculum/instruction.
- Explicit teaching of expected behaviours.
- Focus on the prevention of inappropriate behaviours.
- Positive behaviour is rewarded and acknowledged.
- Ongoing collection of data supports identification of school needs and decision making.
- School discipline systems are regularly reviewed.

The explicit teaching of PBL expectations is implemented for school wide, non -classroom and classroom settings. Targeted interventions are also introduced on a needs basis.

### **Strategies to Recognise and Reinforce Positive Student Behaviour and Achievement:**

Kellyville Public School is a Positive Behaviour for Learning (PBL) school. The three school rules are: *Be Respectful Be Safe, Be a Learner*. There are 3 levels of awards: Bronze, Silver and Gold. Awards are given to students demonstrating appropriate behaviours in each category. The whole school reward system operates on an annual basis. Each student has the opportunity each year to earn a Gold Award. If a student earns 3 Gold Awards during their school years at Kellyville Public School they are eligible for a Platinum Award.

Akuna Awards are distributed by all members of staff who observe students “*being good*”, that is, students exhibiting expected behaviours in non-classroom settings eg the playground, hall, assembly lines. The class who accumulates the most awards throughout a term (1 class for K-2; 1 class for 3-6) receives a reward.

Class Achievement Awards are announced at the K-2 and 3-6 fortnightly Wednesday Assembly. These awards are given for achievement in learning or for demonstration of expected behaviours in the classroom.

These initiatives recognise achievement, promote wellbeing and foster pro-social behaviour and a climate of respect.

## **Roles and Responsibilities**

### **Student Responsibilities:**

Students are responsible for being respectful, safe learners by:

- Abiding by the school's Discipline Policy and demonstrating the expected student behaviours.
- Accepting the consequences for their actions
- Demonstrating resilience
- Showing remorse

### **Parent Responsibilities:**

Parents are responsible for encouraging students to be respectful, safe learners by:

- Accepting shared responsibility for student discipline
- Supporting student learning
- Ensuring students attend school every day unless legally excused (e.g. sick, family funeral, religious ceremony)
- Providing a school uniform for students to wear every day
- Modelling respectful, safe behaviours whilst in the school grounds
- Communicating any concerns with staff in an appropriate and respectful manner at an appropriate time
- Supporting school and teaching staff in the presence of their children
- Fostering resilience in their children
- Supporting and adhering to the school's Discipline Policy

### **Teacher Responsibilities:**

Teachers are responsible for promoting and encouraging students to be respectful, safe learners by:

- Demonstrating professionalism and commitment to teaching
- Developing and maintaining effective classroom practices
- Modelling respectful, safe learner behaviours
- Encouraging students to attend school every day
- Promoting the wearing of school uniform
- Demonstrating courtesy, fairness and respect when dealing with students
- Supporting other staff through frequent and clear communication
- Seeking support for students demonstrating special needs with learning and/or behaviour
- Communicating with parents regarding their children's ongoing inappropriate behaviours and progress in their management of behaviour difficulties
- Implementing strategies to prevent and respond to minor inappropriate behaviours
- Assisting students to resolve conflict in a respectful and peaceful manner
- Adhering to the school's Discipline Policy

### **Assistant Principal Responsibilities:**

Assistant Principals are responsible for promoting and encouraging students to be respectful, safe learners by:

- Supporting teachers and students in managing and resolving behaviour issues
- Modelling respectful, safe learner behaviours
- Explicitly teaching expected student behaviours
- Demonstrating courtesy, fairness and respect when dealing with students
- Providing feedback to staff, students and parents in relation to behavioural issues and how they have been managed
- Communicating with parents regarding the student's ongoing problem behaviours and the progress achieved in the management of his/her behaviour
- Implementing strategies to prevent and respond to minor problem behaviours
- Assisting students to reflect on their own behaviour and the consequences for their actions
- Keeping a record of all incidents which they have dealt with
- Monitoring data records related to minor and major inappropriate behaviours
- Adhering to the school's Discipline Policy.

### **Principal / Deputy Principal Responsibilities:**

The Principal and Deputy Principal are responsible for promoting and encouraging students to be respectful, safe learners by:

- Supporting all students and staff in managing and resolving behaviour issues
- Modelling safe, respectful learner behaviours
- Explicitly teaching expected student behaviours
- Demonstrating courtesy, fairness and respect when dealing with students
- Providing feedback to staff, students and parents in relation to the management of these behaviours
- Communicating with parents regarding their child/children's ongoing inappropriate behaviours and the progress achieved in the management of their difficulties
- Implementing strategies to prevent and respond to minor and major inappropriate behaviours
- Assisting students to reflect on their behaviour and the subsequent consequences
- Keeping a record of all incidents
- Adhering to and monitoring the implementation of the school's Discipline Policy
- Implementing the DoE Student Discipline in Government Schools Policy and the DoE Suspension and Expulsion of School Students Procedures.

## **Inappropriate Student Behaviours and Consequences:**

### **Minor Inappropriate Behaviours - Classroom**

Minor inappropriate behaviours in the classroom will be responded to by the class teacher. (Refer to Appendix C)

If a student demonstrates minor inappropriate behaviours repeatedly, especially during one teaching session, the teacher will follow their own classroom consequences. If inappropriate behaviours continue, the teacher will then refer to the stage appropriate Assistant Principal.

**If a student absconds, a member of the executive will respond appropriately.**

### **Consequences for Minor Inappropriate behaviours in the Classroom**

Minor inappropriate behaviours will result in one or more of the following consequences, depending on the age, individual needs and developmental level of the child:

- verbal reprimand or reminder
- apology- written or verbal
- community service
- exclusion from special class activities
- parent contact
- relocation within the classroom
- restitution
- time out during class time
- time out during play time
- time out with Assistant Principal
- red card (issued by Executive)

### **Minor Inappropriate Behaviours- Playground**

Minor inappropriate behaviours will be responded to by the playground duty teacher. (Refer to Appendix D) Persistent behaviours can result in referral to the stage supervisor.

If a student fails to be respectful at recess lines or is involved in an ownership dispute which cannot be resolved by the playground duty teacher, the class teacher will respond.

If a student demonstrates unsafe behaviour which cannot be resolved by the playground duty teacher, the stage appropriate Assistant Principal will respond.

### **Consequences of Minor Inappropriate Behaviours in the Playground**

These minor inappropriate behaviours will result in one or more of the following consequences, depending on the age, individual needs and developmental level of the child:

- verbal reprimand or reminder
- community service
- apology- written or verbal
- parent contact by the class teacher
- relocation within the playground
- removal from the playground by the playground duty teacher

- time out in the playground with playground duty teacher
- continued minor problem behaviours may result in referral to the stage supervisor
- red card

### **Major Inappropriate Behaviours- Classroom or Playground**

Major inappropriate behaviours will be referred to and responded by an executive teacher. (Refer to Appendix E)

### **Consequences of Major Inappropriate Behaviours in the Classroom or Playground**

Major inappropriate behaviours will result in one or more of the following consequences:

- referral to the stage supervisor
- apology- written or verbal
- detention incorporating student reflection
- red card detention
- warning of exclusion from special school activities
- exclusion from special school activities
- parent contact/ parent interview
- support program implemented (See Appendix G)
- warning of suspension
- withdrawal of leadership position for a short term or permanent period
- withdrawal of school representative position opportunity
- short term suspension (up to 4 school days)
- long term suspension (up to 20 school days)
- time out from the classroom - in school reflection

### **Red Card Detention Guidelines**

A Red Card can be issued by an Executive Teacher for:

- repeated demonstrations of minor problem behaviours
- the first demonstration of a major problem behaviour

### **Consequences of Red Card Detentions**

Consequences will be issued at the discretion of the Principal, Deputy Principal and/or Assistant Principal depending on the severity of the incident, the age, individual needs and developmental level of the student.

#### **1<sup>st</sup> Red Card:**

- Parents informed
- A minimum of 1 Lunch time detention and verbal warning to the student and parent of subsequent red card consequences
- Behavioural plan / strategies created by student and teacher

#### **2<sup>nd</sup> Red Card:**

- Parents informed
- A minimum of 2 consecutive lunch time detentions
- Possible withdrawal of privileges

### 3<sup>rd</sup> Red Card:

- Parents informed
- A minimum of 3 consecutive lunchtime detentions
- Possible withdrawal of privileges
- Parent interview required
- An interview between the Principal and/or Deputy Principal/Assistant Principal and the parents will be requested. Support programs may be provided (Refer Appendix H). A warning of suspension or withdrawal from class and school privileges (issued by the Principal or Deputy Principal) may also be given, depending on the severity of the problem behaviours.

### Subsequent Red Cards:

- Each case will be considered on an individual basis. However, an interview with the parents and Principal/Deputy Principal will be requested to discuss the possible implementation of an appropriate Support program (Refer Appendix H), and/or reflection time in school or a short suspension.

### Suspension Guidelines:

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. The decision to suspend is at the discretion of the Principal, in accordance with the Department of Education guidelines and depends upon the severity of the incident and the age, individual needs and developmental level of the child. Before a suspension is imposed, the principal will ensure that appropriate school student welfare strategies and discipline options have been applied and documented.

In accordance with DEC Suspension and Expulsion of School Students Procedures, **the school may suspend immediately** any student who:

- *is physically violent*: Any student who is physically violent, resulting in injury, or whose violent behaviour seriously interferes with the safety and wellbeing of others, is to be suspended immediately. The matter must also be reported to the School Safety and Response hotline on 1300 363 778 where advice will be provided on managing and reporting the incident.
- *is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife* (without reasonable cause): Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause). The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.
- *uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance*: The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.
- *engages in serious criminal behaviour related to the school*: The matter must be reported to the NSW Police Force immediately and the School Safety and Response hotline on 1300 363 778.

The Deputy Principal or Principal may impose a short suspension of up to 4 school days for the following behaviours:

- continued disobedience- repeated breaches of the School Discipline Policy;
- aggressive behaviour- hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically.

**At the discretion of the Principal and/or Deputy Principal other consequences may be imposed depending on the individual circumstances. This may include but is not limited to class withdrawal and withdrawal of privileges.**

Time at school, but out of the classroom allows students the time to reflect on their behaviour and to acknowledge and accept responsibility for changing their behaviour to meet the school's expectations in the future.

The Deputy Principal or Principal must impose a long term suspension of up to 20 school days for the following behaviours:

Persistent or serious misbehaviour: This includes, but is not limited to:

- repeated refusal to follow the school discipline code;
- behaviour that deliberately and persistently interferes with the rights of the other students to learn or teachers to teach including bullying, harassment and victimisation
- continued serious misbehaviour following short suspensions
- physical violence which results in pain or injury or which seriously interferes with the safety and well-being of other students and staff;
- making credible threats against students or staff
- use or possession of a prohibited weapon or knife;
- use of an implement as a weapon or threatening to use as a weapon;
- possession, use or supply of a suspected illegal or restricted substances;
- assisting other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended.
- serious criminal behaviour related to the school including malicious damage.

## **EVALUATION AND REVIEW**

This policy will be evaluated and updated on a regular basis.

## **REFERENCES**

Positive Behaviour for Learning

<http://www.pbl.schools.nsw.edu.au>

Student Discipline in Government Schools Policy

*Implemented 8/5/2006; Last updated 5/8/2016*

<https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835>

Behaviour Code for Students

<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

Student Discipline in Government Schools Support Materials



[https://education.nsw.gov.au/policy-library/associated-documents/disc\\_implement.pdf](https://education.nsw.gov.au/policy-library/associated-documents/disc_implement.pdf)

Guidelines for the use of Time-Out Strategies including dedicated Time-Out Rooms

[https://education.nsw.gov.au/policy-library/associated-documents/timeout\\_gui.pdf](https://education.nsw.gov.au/policy-library/associated-documents/timeout_gui.pdf)

Suspension and Expulsion of School Students Procedures 2011

*Last updated April 2015*

[https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

Suspension and Expulsion of School Students Procedures – Information for Parents

[https://education.nsw.gov.au/policy-library/associated-documents/leaflet\\_1.pdf](https://education.nsw.gov.au/policy-library/associated-documents/leaflet_1.pdf)

## **APPENDIX A- Glossary**

**abscond-** To depart in a sudden manner (Macquarie Dictionary, revised 3rd Edition, 2001)

**bullying-** A repeated anti-social behaviour often deliberate or calculated, which inflicts harm on others. It can be verbal, physical or emotional and involve individual or groups. Its aim is to control others through an imbalance of power

**consequence-** What happens after a behaviour (Universal Prevention-Classroom Systems of Support, 2008)

**disrupt-** To cause disorder (Macquarie Dictionary, revised 3rd Edition, 2001)

**intimidation-** An act of inspiring or inducing fear (Macquarie Dictionary, revised 3rd Edition, 2001)

**racism-** Demonstration of hatred, contempt or ridicule against a person or group based on race, colour, ethnicity or national origin (DET Anti-Racism Education Fact Sheet- Racial Discrimination, 2007)

**reinforcement-** The rewarding of acceptable responses (Macquarie Dictionary, revised 3rd Edition, 2001)

**reprimand-** An act or expression of criticism (Webster's Online Dictionary, 2009)

**reward-** Something given or received in return for service, merit or achievement (Macquarie Dictionary, revised 3rd Edition)

**sexual harassment-** Any form of sexually related behaviour that you do not want and that a reasonable person would have expected you to be offended, humiliated or intimidated by (Lawlink NSW, 2009)

**suspension-** temporary removal of a student from a school following a decision by the school Principal or relieving Principal ( DET Suspension and Expulsion of School Students- Procedures, 2007)

**vandalism-** wilful or ignorant destruction or damage of property (Macquarie Dictionary, revised 3rd Edition)

## **APPENDIX B**

### **Procedures for Executive Investigation of Major Inappropriate Behaviours**

- 1. Obtain details of the incident from:**
  - Conversations with or statements written by the student/s involved, student witnesses and supervising teacher/s.
- 2. Decide on the most well-supported version of events.**
- 3. Decide on the most appropriate consequences and explain this decision to the relevant student/s.**
- 4. Contact the relevant parents, explaining:**
  - Details of the incident
  - Resulting consequences
  - The reasons for issuing these consequences
- 5. Construct the appropriate written notification and organise for it to be sent home to the parents.**
- 6. Provide a paper copy of the notification to the Deputy Principal**
  
- 7. Store an electronic copy of the following written notifications on the school network:**
  - Red cards
  - Warnings of suspensions
  - Suspensions
- 8. Retain all referrals and statements related to the incident**

**Note:** For incidents which are likely to result in a suspension or warning for suspension, provide all details of your investigation to the Principal/Deputy Principal, as in these cases, the decision on the most appropriate consequences must be made by them.

## APPENDIX C

### MINOR INAPPROPRIATE CLASSROOM BEHAVIOURS

Minor classroom inappropriate behaviours include but are not limited to:

- back chatting
- calling out
- damaging personal property
- disrupting class members
- drawing rude pictures
- inappropriate touching
- littering
- lying
- name calling
- not listening to the teacher
- not responding when spoken to by the teacher
- not taking turns
- ownership disputes
- property interference
- refusing to work
- swearing
- teasing
- throwing objects
- unsafe movement
- using equipment in an unsafe manner
- verbal argument
- wandering around the classroom
- writing rude words

If a student demonstrates the above problem behaviours repeatedly, especially during one teaching session, the teacher will refer to the stage appropriate assistant principal.

**If a student leaves the room without teacher permission, the Deputy Principal will respond.**

## **APPENDIX D**

### **MINOR INAPPROPRIATE PLAYGROUND BEHAVIOURS**

Minor inappropriate behaviours include but are not limited to:

- back chatting
- climbing on walls, railings, seats or trees
- game interference
- going to play areas before the teacher
- littering
- lying
- name calling
- out of bounds
- playing or eating in the toilets
- property interference
- playing rough games
- swearing
- teasing
- throwing rocks or sticks
- using equipment in an unsafe manner
- verbal argument

## **APPENDIX E**

### **MAJOR INAPPROPRIATE BEHAVIOURS-CLASSROOM AND PLAYGROUND**

The following inappropriate behaviours will be responded to by an Executive staff member.

Major inappropriate behaviours include but are not limited to:

- extortion of money or goods
- making threats of violence-
- racism- Anti Racism Contact Officer (ARCO)
- bullying (verbal, physical, emotional, intimidation, cyber bullying)
- stealing
- vandalism of school property
- exposure of genitals
- leaving the school without teacher permission
- misbehaviour on the bus travelling to and from school
- physical fighting
- sexual harassment (verbal or physical)
- swearing at a staff member or other adult visitor
- disrespectful behaviour towards a staff member or adult visitor

## **APPENDIX G**

### **Detention Guidelines**

Detention refers to an extended period of “time out” where students are excluded from participating in most normal break time activities. This includes playing, socialising and going to the canteen. Students will be given permission to eat their lunch, have a drink and use the toilet. Students will need to report to the Executive teacher who issued the detention.

During detention, students will be encouraged to reflect on their behaviour in various ways including the use of a think sheet or a post incident discussion. They will also be encouraged to discuss choice options and to consider more appropriate ways of dealing with problems or issues they encounter. They may also complete an apology or restitution activities during this time. A support program may be implemented to assist the student.

The time, number and frequency of detentions will vary based on the severity of the demonstrated problem behaviour.

## APPENDIX H

### Possible Support for Students Following Major Inappropriate Behaviours in the Classroom or playground

Depending on the severity and frequency of the demonstrated major inappropriate behaviours, students may be provided with the following support:

- Behaviour Plan
- Classroom Behaviour Card
- Goal Orientated Positive Reinforcement
- Learning Support Team Referral
- Itinerant Support Teacher Behaviour (ISTB) referral
- Playground Behaviour Card
- Risk Management Plan
- School Counsellor Intervention
- Use of Data and Observations

### Whole School or Individual Support: Behaviour

The goal of managing inappropriate behaviours is to resolve the issues and return the student/s involved to the playground or classroom safely.

Teachers will:

- use a calm voice
- disperse other students
- give the student/s in question time to calm down
- be a listener
- allow the student/s to explain what has happened
- conduct investigations with staff and student witnesses if appropriate
- explain to the student/s what action they will take next.
- notify a parent if relevant

Whilst managing a situation involving inappropriate behaviour, if a student is unresponsive to teacher requests, demonstrates aggression (verbal or physical) or absconds from the area, the teacher will send for immediate executive teacher support.

Executive Teachers will:

- respond immediately
- remove the student/s in question to an alternative location or have another staff member move the student/s from the location
- give the student/s in question time to calm down
- ask the student/s to complete a think sheet, hassle log or post incident discussion
- be a listener
- allow the student/s to explain what happened
- conduct investigations with staff and student witnesses
- explain to the student/s what action they will take next
- notify a parent if relevant

<p>1. Classroom Teacher:</p> <ul style="list-style-type: none"> <li>* Discuss concerns with supervisor to identify patterns of behaviour</li> <li>* Consider existing support and possible adjustments- including the structure of routines, the environment and explicit teaching of replacement behaviour.</li> <li>* Contact parents to discuss issues.</li> <li>* Provide all available data and information related to student and the behaviour to the Learning Support Team.</li> </ul>
<p>2. Learning Support Team:</p> <ul style="list-style-type: none"> <li>* Consider all available data and information related to the student and the behaviour. Review any identified patterns- is the problem related to one student or across a number of students?</li> <li>* Consider other relevant people who may assist including LAST, counsellor and outside agencies.</li> <li>* Continue to work collaboratively with the teacher and parents.</li> <li>* Consider existing school wide systems and practices. Plan implement and review any adjustments.</li> <li>* If deemed appropriate consider an ISTB referral. Organise and complete an Access Request form or application for integration funding support.</li> </ul>
<p>3. Principal:</p> <ul style="list-style-type: none"> <li>* Work in collaboration with the LST to maintain parent contact and support and apply for regional support as necessary.</li> </ul>
<p>4. School Counsellor:</p> <ul style="list-style-type: none"> <li>* Work in collaboration with the LST to make classroom observations, speak to parents, assess students, liaise with outside agencies and apply for regional support (Integration) as necessary.</li> </ul>
<p>5. District Guidance Officer:</p> <ul style="list-style-type: none"> <li>* Considers request and signs application if service requested is deemed appropriate.</li> <li>* Signs a Disability Confirmation Sheet when funding requests are made.</li> </ul>
<p>6. Student Welfare Consultant:</p> <ul style="list-style-type: none"> <li>* Receives referrals and verifies.</li> <li>* Forwards to Behaviour AP for allocation.</li> </ul>
<p>7. Assistant Principal Behaviour:</p> <ul style="list-style-type: none"> <li>* Allocates the case to team members and oversees the intervention process.</li> </ul>
<p>8. Itinerant Support Teacher Behaviour: (ISTB)</p> <ul style="list-style-type: none"> <li>* Meets with relevant personnel and reviews all available data and information related to the student and the behaviour.</li> <li>* Assists the teacher to develop a program focusing on academic and behavioural issues. Supports the implementation of the program and reviews the effectiveness of the intervention.</li> </ul>

## **APPENDIX I**

### **Tracking Inappropriate Behaviours**

Data gained from the collection of problem behaviour referrals will be stored by the executive on Sentral. Data will be analysed to identify any trends with the intention of improving the provision of support for students, staff and the supervision of playground and classroom contexts.

Red Cards, as well as information related to suspensions and warnings of suspension, will also be recorded on the school databases, accessible only by executive staff.