



STUDENT DISCIPLINE POLICY

NB: This policy is written in compliance with the NSW Department of Education's policies.

1. Purpose

At Parramatta North Public School we believe that all students have a right to a safe, caring, well-ordered, positive environment that is conducive to learning. To this end students must be encouraged to develop a strong sense of responsibility for their own behaviour and respect for themselves and others.

We believe that an effective discipline policy is one that treats students with respect and dignity, and promotes the co-operation of teachers, students and parents. This policy recognises that students are ultimately responsible for their own behaviour, have the ability to change their behaviour and need to recognise and accept the fact that there are consequences for their actions.

Our school rules reflect the Department of Education's 'Code of Conduct' <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/guidelines/code-of-conduct>

and Behaviour code for students.' <https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

2. Rationale

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.

The Behaviour Code for Students can be categorised into three main areas- respect, safety and engagement. The school's discipline approach aims to support each student's individual growth in these three key areas.

Discipline is a learning process whereby individuals develop self-control and assume responsibility for the common values and socially appropriate skills necessary to work co-operatively within the school community. Through effective discipline policies and programs students develop personal skills and co-operative approaches that allow the school to function in a reasonable and productive manner. When applied judiciously and consistently such policies are more liberating than restricting for students.

Discipline is compilation of concepts and skills that have a positive impact on learning; therefore it is not a punishment. Discipline fosters integrity and dignity, enhancing such critical aspects of self as self-awareness, self-concept and self-discipline, while promoting the development of accountability and self-management.

3. Anti-Bullying Plan

At Parramatta North Public School all stakeholders abide by the school's anti-bullying plan.

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4. Positive Behaviour for Learning (PBL)

4.1 Definition of PBL

PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

4.2 Goals of PBL

- Build systems which make it easier to teach
- Create environments that encourage pro-social behaviour.
- Teach **all students, staff and community members** what is expected.
- Provide a continuum of behaviour and learning support to students who need more support to be successful.
- Student misbehaviour can be changed (taught)
- Environments can be created to change behaviour (Instructional)
- Changing environments requires change in adult behaviour (teaching)
- Adult behaviour (teaching) must change in a consistent and systematic manner
- Systems of support (effective instructional environments) are necessary for both students and adults

4.3 PBL Leadership Team

All staff are members of the school PBL team. The PBL leadership team is comprised of the executive members and one teacher representative. The team meet weekly to:

- Develop school-wide systems to aid implementation of PBL in the school
- Monitor and feedback on new initiatives
- Collect, monitor and evaluate data
- Evaluate PBL action plan and identify next steps
- Feedback to staff on PBL issues

5. Promoting Good Discipline and Effective Learning

Parramatta North Public School promotes Positive Behaviour for Learning in the following ways:

- providing appropriate curriculum to meet the needs of each student
- supporting students in achieving success in learning
- understanding and appreciating student backgrounds
- discussing with parents their role in promoting acceptable student behaviour
- attending appropriate training and development programs
- providing appropriate support programs, e.g. counselling, remediation
- providing programs that develop self-discipline, self-evaluation, communication and conflict resolution skills, e.g. peer mediation and peer support
- using PBL behaviour management techniques
- utilising a range of teaching and learning strategies
- establishing effective classroom and playground routines and systems which are school-wide
- establishing school and classroom expectations (rules) based on the principles of PBL
- consulting specialist personnel to effect appropriate intervention strategies



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6. Recognising and Reinforcing Student Achievement

Parramatta North Public School recognises and reinforces student achievement in the following ways:

- using merit cards, certificates and trophies for citizenship
- commendations at assemblies and special school activities
- modelling of consistent and caring behaviour by staff
- providing opportunities for leadership and responsibility
- recognising achievement in the school newsletter
- awarding green zone cards for recognition of consistent good behaviour
- identifying students for special privileges e.g. jobs and responsibilities
- organising class competitions
- praising students verbally
- sharing students' achievements with peers, other classes, other staff
- recognising outstanding students at an end of term assembly
- recognising outstanding student achievements at the end of year presentations
- providing a range of sporting awards recognising effort, achievement and sportsmanship

7. Core Rules for Students in NSW Government Schools

Students in NSW government schools are provided with a high quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community.

Core rules for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

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The Behaviour Code for Students :

- 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.

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.

7.1 PNPS PBL School Wide Expectations

Our school expectations were developed by teachers and students. The expectations are – Be Safe; Be Respectful; Be a Learner.



The school wide expectations were designed to be visual and easy to recall by staff and students. They are general rules that apply to all settings in the school to aid consistency (see appendix one - PBL matrix).

8. Behaviour Management

8.1 Classroom Behaviour Management

Classroom teachers and support teachers assume responsibility for implementing our school PBL classroom expectations. In each classroom the three PBL Bees are displayed and these form the basis of classroom behaviour management. Classes negotiate their own set of expectations based on the needs of the class. These must be selected from the school PBL expectation bank. There is also a classroom consequences chart in each room so teachers are aware of the behaviour management strategies to follow with their class. PBL student monitoring boards are up in each classroom for teachers to use to assist them in following the PBL classroom management system.



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Procedure is as follows:

1. Verbal prompt
2. 1st warning issued and the students name is moved on the board to 1st warning
3. 2nd warning issued and the students name is moved on the board to 2nd warning
4. Time out in class (5-10mins) and the students name is moved on the board to Time Out
5. Student sent to Assistant Principal – students name is moved on the board to Assistant Principal. A yellow slip **MUST** be filled in and sent to the Assistant Principal.

Class teachers record any issues in their classroom assessment book.

Cool Down Zone

Each classroom is equipped with a Cool Down Zone to assist with empowering students to manage their emotional responses. Students can self-nominate to attend a 3 minute withdrawal session to regulate their emotions. Explicit teaching of the use of the various cool down strategies is taught by classroom teachers.

8.2 Classroom Reward Systems

All class teachers and support teachers use the class points system in their classroom. Students must earn class points to receive rewards. Teachers monitor the students in their class and ensure rewards are given as needed.

Blue Cards

A blue card is issued each time a student accumulates 5 class points. When a student has received 10 blue cards they are given a certificate of achievement at assembly. When a student had obtained 10 certificates of achievement they receive a trophy.

Class Prizes

When students have accumulated 20 points they are awarded a class prize. Teachers take responsibility for organising a prize box for their class.

Targeted Intervention

Specific students may receive additional positive reinforcement as determined by the PBL team on a needs basis.

8.3 Playground Behaviour Management

All teachers assume responsibility for implementing the school expectations and helping to maintain a safe playground. The school rules are displayed in all classrooms and are frequently discussed at school assemblies and in classes.

Playground teachers will use a range of strategies to promote appropriate behaviours and address breaches of the rules.

All staff have a copy of the playground procedures to ensure a consistent approach in the playground. See appendix two.

Yellow Slips

Unacceptable behaviour in the playground is recorded by the teacher on duty in the form of a yellow slip. The slip is a record of the type of behaviour demonstrated as well as the setting and any action taken by the supervising teacher.

Yellow slips are handed to the respective stage supervisor at the end of recess/ lunch or class

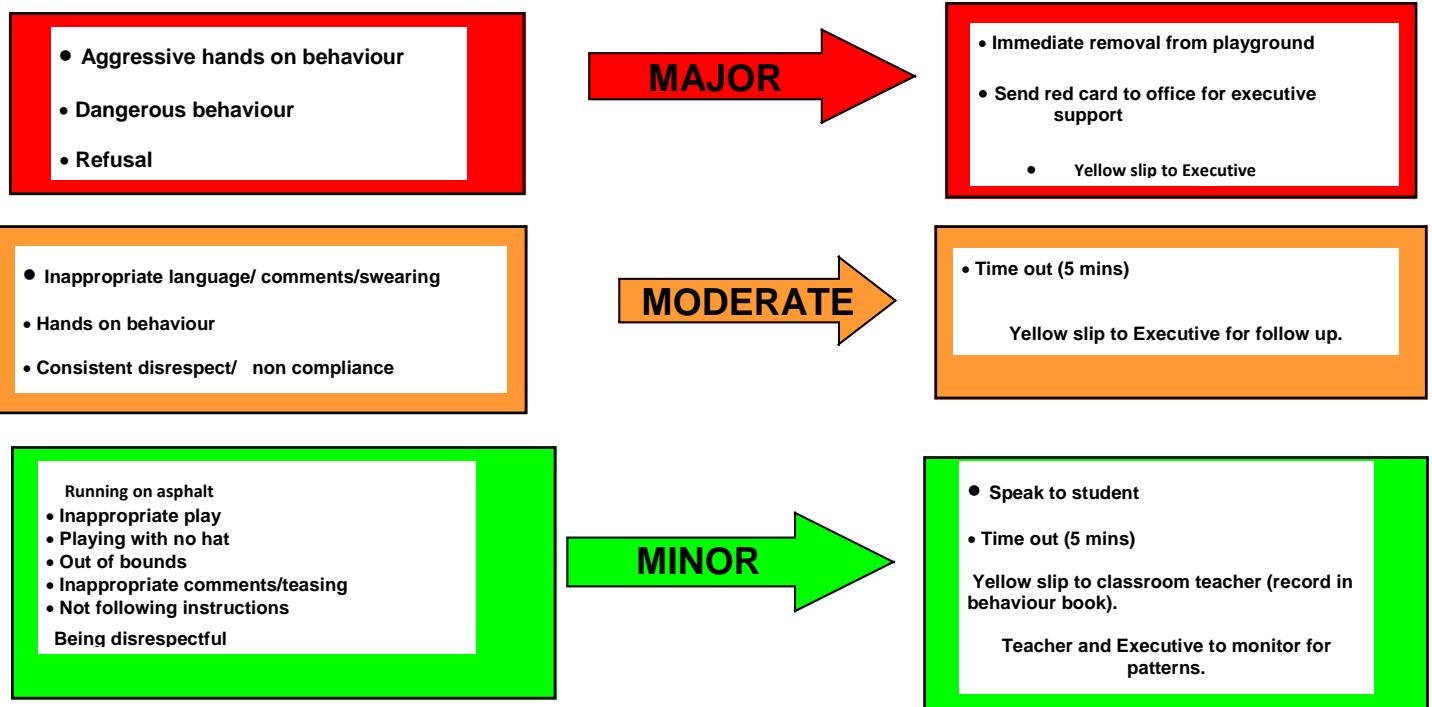


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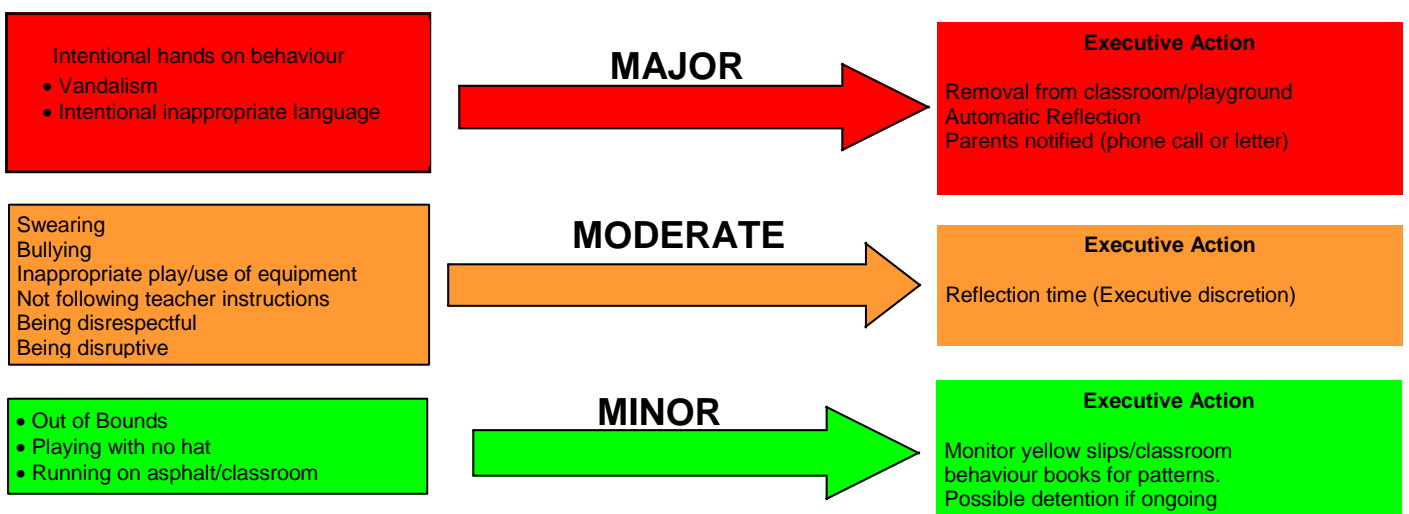
session. The stage supervisor is then responsible for following up any student issues, monitoring patterns and inputting relevant data into the school electronic recording system. Yellow slips are retained as a record for future reference.

Playground Flowchart

A playground flowchart is used to assist teachers in dealing with playground behaviour consistently.



Executive Flowchart






Please note:

All playground staff are to carry a duty bag that contains yellow slips, red cards and buzzes. Each bag has the above consequence flow chart attached to assist teachers with following PBL playground procedures. Each teacher has their own playground bag and is responsible for keeping them equipped and taking them on duty. There are spare bags in the staffroom.

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8.3 Playground Reward Systems

Positive behaviour on the playground is rewarded through the use of PBL Buzzes.

<p>TEACHER: _____</p>  <p>Name: _____</p> <p>Class: _____</p>	<p>TEACHER: _____</p>  <p>Name: _____</p> <p>Class: _____</p>	<p>TEACHER: _____</p>  <p>Name: _____</p> <p>Class: _____</p>
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Buzzes are awarded to students displaying appropriate behaviour and following the school rules.

Buzzes are placed into buzz boxes (one per stage) by students. After lunch on Friday teachers draw one buzzes from each box. The winners receive a prize from the Prize Boxes.

Throughout the year there are targeted interventions 'buzz blitz' where there is a focus on different expectations (walking safely to school/ respectful uniforms etc)

Students who consistently display the school expectations and receive minimal yellow slips (no more than two – at the discretion of Executive) are rewarded twice a term through participation in the "Green Zone Reward".

8.5 Reflection Procedures

- Executive staff are rostered to cover reflection duty each day.
- Reflection occurs for 15 minutes as required.
- Stage Supervisors are to notify parents by phone call or letter as needed.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as:

- The possession of a suspected illegal drug
- Violence or threat of serious violence
- The possession of a prohibited weapon
- Engaging in criminal behaviour
- Non-compliance to school wide expectations

In extreme circumstances the Principal may recommend to the Director General of Education that a student be expelled from the school system, in accordance with current DoE directions. (Please refer to 'Procedure for the Suspension and Expulsion of School Students')

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Suspension
Information for Parer

Appendix One - School Wide Matrix



SCHOOL WIDE
EXPECTATIONS INSIC



SCHOOL WIDE
EXPECTATIONS OUTS

Appendix Two - Playground Procedure



Playground Policy
2018.pdf

Policy Reviewed: September 2020

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