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Student Discipline in Schools

Introduction

The welfare of the students of Wauchope Public School is of prime importance to all members of our school community. The following policy provides our students, staff and parents with guidelines to promote self-esteem and self discipline. Our School Code of Behaviour provides a framework for students to make decisions regarding the opportunities which are provided at the school.

It is the right of all students to live and learn in a dynamic, positive and safe environment. It is the responsibility of all students to observe rules which create mutual respect.

Student Welfare

- Includes everything our school community does to meet the personal, social and learning needs of students.
- Is reflected in the way our school community displays care, provides opportunities for students to enjoy success and recognition; and to make a useful contribution to the life of the school; and derive enjoyment from learning and ensures safety.
- Is achieved through commitment to the total curriculum and the way it is delivered to ensure quality teaching and learning.
- Focuses on developmental and preventative strategies in all areas of the curriculum and ensures that students with special needs have appropriate support.

Principles

Wauchope Public School students will benefit when the school community:

- Encourages students to take responsibility for their own learning and behaviour.
- Fosters life long learning.
- Develops in students an understanding of their rights and responsibilities as well as the consequences of their actions.
- Identifies and caters for special learning needs.
- Has high expectations and communicates them clearly.
- Expects appropriate behaviour and regular attendance.
- Provides socially/culturally appropriate learning opportunities.
- Values, teaches and models skills which enhance relationships.
- Embraces diversity and models tolerance.
- Establishes accessible support networks.
- Seeks students' views routinely and incorporates these into planning and assessment.
- Demonstrates respect for students' families, cultures, languages and life experiences.
- Acknowledges parents as partners in education, linking families with support services when necessary.
- Is connected with the broader community.
- Develops in students an understanding of their individual importance and their family, school and community responsibilities.
- Has clearly defined Grievance Procedures for all in the school community to follow.

Wauchope Public School Responsibilities

The Students

- Respect the rights of other children to learn and participate in school activities.
- Learn the 5 Fair Rules and other school procedures (Core Rules).
- Work to the best of their ability and keep teachers and parents informed of their progress.
- Seek help when needed.
- Participate in school activities to the best of their ability.
- Be sensitive to the rights, needs and responsibilities of others.
- Appreciate everybody's right to be different.
- Communicate any concerns to an appropriate member of staff.

The Parents

- Are instrumental in developing foundation policy through participation in Values forums.
- Are aware of the school rules/policies and encourage their children to learn & observe them.
- Support teachers in their obligations to ensure the rules of the school are followed.
- Assist the school by keeping it updated about their child's health and emotional well-being.
- Ensure the regular attendance of their child.
- Encourage their child to be actively involved in all school activities.
- Consistently liaise with the class teacher on their child's progress at Wauchope P. S.
- Are involved in school life in a way that benefits the needs of their family, the school and the wider community.
- Encourage and nurture their child's academic and social growth at school and promptly informs the school if there are any concerns.
- Encourage their children to respect the rights of others and appreciate differences in others.
- Are aware of the school support services and access them if needed.
- Support the teachers in their endeavours.

The Principal

- Ensures that the principles of student welfare have the highest priority in all school activities.
- Oversees reviews of the School Welfare and Behaviour Management Policy to ensure currency of needs for the school community.
- Documents the results of the review and creates a consultative implementation plan.
- Assists staff in developing strategies to address student welfare needs in all school activities.
- Regularly reviews other policies and practices to ensure that they meet the needs of all students in the school.
- Ensures that “Responding to Suggestions, Complaints and Allegations”, are made available and that all in the school community are familiar with the procedures.
- Is familiar with the mandatory notification procedures in child abuse cases and ensures staff familiarity via yearly compliance training.

School Executive

The School Executive is responsible for working with teachers to instigate appropriate systems of behaviour management for students exhibiting inappropriate behaviour and encouraging the provision of recognition and reinforcement of student achievement.

The Teachers

- Contribute to the provision of a caring, safe environment for all students.
- Participate in the learning and teaching process in ways that take into account of the principles of the School Welfare and Behaviour Management Policy.
- Ensure that they are familiar with the School Welfare and Behaviour Management Policy.
- Accept the responsibility to actively implement the Wauchope School Welfare and Behaviour Management Policy.
- Participate in scheduled reviews of the Student Welfare Policy and ensure that the policy responds to the needs of the students.
- Are aware of, and familiar with, “ Responding to Suggestions, Complaints and Allegations”.

All Wauchope Public School teaching staff is designated Welfare and Behaviour Management responsibilities for their class. These include practices to recognise and reinforce the achievement of students, and strategies for dealing with unacceptable behaviour. The engagement of assistance in Welfare and Behaviour Management through their supervisor is the joint responsibility of the classroom teacher and school executive.

Strategies to ensure Student Discipline in Government Schools

Learning and Teaching

Outcomes

- Students' individual needs are met via the delivery of an appropriate teaching/learning cycle.
- Students are involved in decisions about their learning.
- Students feel valued as learners.
- Students apply acquired knowledge, skills and values to benefit themselves and the school.
- Students pursue a program of study that is relevant to their needs.
- Students develop competencies which enhance the quality of their relationships with others.
- Students are exposed to a rich and dynamic curriculum.
- Students will demonstrate an understanding of individual differences.

Results

- All students progress through levels of achievement in all learning areas.
- The learning experiences of students affirm their individuality in a positive and satisfying manner.
- The needs of students, and those of the wider school community, are reflected in the goals of our school.

School Organisation and Climate

Outcomes

- Students show self-confidence and a commitment to excellence.
- Students participate as equals.
- Students value differences.
- Students seek support.
- Students contribute to decision making in the school.

Results

- The welfare of students is reflected in all school policies, programs and practices.
- All students are respected and supported in all aspects of their schooling.
- Wauchope Public School has structures and procedures which enhance relationships and demonstrate commitment to equity and justice principles.

Community Participation

Outcomes

- Students are partners with parents and teachers in the learning process.
- Students value the school as an integral part of the community and respect the role of the staff.
- Students use relevant support services in the community.

Results

- A strong partnership exists between students, staff and the community
- Parents and community members actively participate.

Rights and Responsibilities of Students

To help create a safe, happy learning environment, WPS students have rights and responsibilities.

Your Rights

Your Responsibilities

I have the right to be treated with respect

I have the responsibility to treat others with respect

I have the right to receive a good education and not be interrupted by others

I have the responsibility to learn to the best of my ability and not to interfere with others' education

I have the right for my property and myself to be safe

I have the responsibility to ensure the school is clean and healthy and to care for the plants and animals within

I have the right to be happy at school

I have the responsibility to not make others unhappy

I have the right to have pride and respect in my school

I have the responsibility to be proud of my school and have respect for my school

I have the right to be safe at school and while travelling to and from school

I have the responsibility to act safely and follow school rules at school and while travelling to and from school

I have the right to be in a drug free / weapon free environment at school

I have the responsibility not to bring illegal drugs, alcohol, tobacco or weapons to school

Practices to Recognise and Reinforce Students' Achievements

Positive reinforcement could include:

- ongoing positive feedback to the student for appropriate behaviour, such as a smile or encouraging comments. Reinforcement should be appropriate for the age and development of students.
- consistent and caring behaviour by staff.
- acknowledgement of effort.
- regular contact with parents or caregivers.
- recognition in the local community by individual or group participation in special events.
- public acknowledgement, through school newsletter and the local media, of school and individual student achievements.

While at Wauchope Public School, students are eligible to receive the following school based awards:

- Merit Certificates / Class Awards / Special Awards and Reward vouchers.
Awarded on a regular basis for excellence in work, effort, citizenship, playground behaviour, improvement, consideration for others etc.
- Assembly Awards (academic, sporting and cultural)
- Assemblies of Excellence
- End of Year Presentation Assemblies (Kindergarten to Year 6)
- Outside Competitions- *Our school organises entry in various competitions for Certificates of Credit and Distinction. (Mathematics, English, Science, Technology, Spelling and Writing Competitions and participation in Festivals, Eisteddfods etc).*

School Rules

The following rules are designed to provide a general framework which will cover all school activities.

All classes will follow the 5 Fair Rules. Students will also be advised of any other rules/procedures pertaining to school related activities.

Disruptive behaviour (i.e. Core/playground rules / 5 Fair Rules which prevent others proceeding with their normal activities) is not permitted.

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 state wide 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.

THE CORE RULES

All students in NSW 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.

Classroom Behaviour Management

The classroom teacher will implement the Assertive Discipline system in their room incorporating the 5 Fair Rules.

Playground Behaviour Management

The teacher on playground duty will actively supervise the students in their area. Minor incidents of misbehaviour will be dealt with on the spot. Repeated misbehaviour or serious incidents will be recorded in the Time Out book. Emergency situations will be responded to by using the Injury/Emergency tags.

Exceptional Provision

Some infringements of the School Code of Behaviour may be serious enough to require immediate action by the Principal or Executive Staff, who will use their own discretion in dealing with the offenders. This may include swearing and violence towards staff members or students, misbehaviour towards relieving and Scripture teachers, vandalism, serious theft, violence against other children, continuous classroom disruption, blatant dishonesty, inappropriate behaviour on school outings, unacceptable behaviour on school buses, possession of illegal drugs, possession of weapons and criminal offences, false and malicious allegations against a staff member.

Recording of Student Misbehaviour

Each classroom teacher will maintain their Classroom Behaviour Record for infringement of classroom rules. The Time Out register will be used to record playground misbehaviour. Student Behaviour Cards will be used to record Planning Room / Principal / Classroom behaviour as per policy outline with an electronic record maintained on KIDMAP.

Excursions

If a student's continued misbehaviour raises concerns about their safety or the safety of others, parents will be consulted and relevant staff may negotiate alternative arrangements.

Suspension / Expulsion

Enacted as per Case Management and DET Guidelines.

The Principal will decide if suspension of a student is warranted. Expulsion will only occur following Departmental Guidelines.

Compensation / Restitution

In line with new legislation, students may be required to carry out work or serve to repair or compensate for damage.

"Community Service" to the school is also an option available.

Playground Rules

Students will:

1. Only walk on concrete areas.
2. Refrain from eating when on route to specified eating areas or play areas
3. Wear their hat :“No Hat - Go to Designated Seating Area”
4. Only enter buildings with teacher supervision
5. Stay in designated areas. (Out of Bounds areas: all buildings and designated areas).
6. Students will only arrive at school after 8.30am.
7. From 8.30am, students will congregate at administration lawn area and await duty teacher arrival
8. Only bring small non valuable toys to school.
(They only go into class for news and are the owner’s responsibility).
9. Students play with others in their own stage area.
10. Speak appropriately and follow teachers’ instructions

Rules of the Equipment:

To be used at lunchtime only. Students must wear shoes and a hat.

Equipment opened when indicated by the duty teacher. Closed signs indicate **no** use of equipment.

When using monkey bars, hangers, swings travel the same direction. Do not help any student to reach the bars. No jumping up to reach a bar.

Do not walk under the monkey bars/hangers when students are on them. Only one student to be on a bar at any one time.

Go down the slide feet first - do not walk up the slide. If using the slide, access via the ladder or the bridge, leave this area by the slide or twist. Only one student to be on the slide at a time.

No jumping off the wooden bridge or any other high part.

Yellow garden stake will indicate the grade using the equipment on that day. The grade lines up at this location. Timetable is displayed on the outside notice board near the staff toilet.

Do not:

- push those in front of you.
- run or eat in the equipment area whilst others are using the area.

On hearing the whistle, stand still to wait for instructions and leave the equipment when asked.

AUSSIE 5 FAIR RULES

To help create a safe, happy learning environment, all students at WPS have rights and responsibilities which are met by following 5 Fair Rules:

1. I can work quietly
2. I can follow instructions
3. I can listen
4. I can raise my hand and wait
5. I can control what I do and say

Aussie 5 Fair Rules – Steps for Classroom, RFF, STLA, Library

1. Name on Green Light (warning)
 2. If the behaviour persists the student's name is placed on the Orange Light. Student has timeout in the classroom, (establish an area away from class group where students can be supervised). Orange timeout sheet or orange colouring sheet is completed. At this stage, record date on the orange class list next to student's name. Place orange timeout sheets in folder for safe keeping.
 3. If inappropriate behaviour continues place the student's name on the Red Light. The student goes to Buddy Class (with paper work) and completes the red timeout plan. At this stage record the date on the red class list next to the student's name. Place red timeout slips in folder for safekeeping.
 4. If student has been to buddy class twice, send the student to the stage supervisor (with paper work) and they will send a red note home to parents.
 5. The student has to return the bottom of the red note to the supervisor. They will remain on timeout/ with Deputy until note is returned.
 6. If behaviour persists, send the student to the supervisor. This means a parent interview (three times to buddy class) with class teacher and supervisor will be set up. The student is taken off the playground until the interview happens. Interview notes are posted home to parents.
 7. Continued poor/inappropriate behaviour – send student to Deputy (with appropriate paper work) and student is placed on an in school withdrawal.
 8. It is suggested that if behaviour improves and the student is engaging appropriately, remove the student's name from the traffic lights.
 9. It is important to keep all paper work (this is referred to in parent interview). Students sent to buddy class, supervisor or Deputy must always have paper work with them.
- Non classroom programs follow procedure as above and provide paperwork to 'home' teacher
 - Each day is a "fresh start".
 - Record incidents on coloured class sheets.

- Individual behaviour programs can be devised in consultation with supervisors, relevant staff and parents. Rewards and consequences will be negotiated. At this point students may not be invited to represent the school in activities e.g. sport, choir, dance, extra curricular.
- Students who misbehave during out of home-class learning situations may be accelerated through the level system. Students will be given rule reminder, warning, with a further breach resulting in the student being sent immediately to the Principal's or Deputy Principal's office.
- For serious incidents involving:
 - Foul language
 - Insolence
 - Vandalism
 - Violence,

the Exceptional Provision clause will be applied.

Appendix 3

PLANNING ROOM (1.10pm - 1.40pm)

Procedure

- Student meets the duty teacher at 1.10pm at bottom of Library steps
- Attendance is noted in the book (If child is not there - write in for following day and inform class teacher)
- Check that behaviour is noted on the white card
- Teacher hands out the planning sheet (from folder) and discusses the format with the student
- Student fills in the planning sheet
- Planning sheet is discussed with the student
- Planning sheet filed.

PLANNING ROOM STAGES / LEVELS

Any recurring infringements during the Term will see the student rise progressively through the following levels.

Each new term will see all children start with a clean slate!

Level 1 *1 Day* Incident is recorded on the Behaviour Record Card and planning sheet is sent/given to class teacher with a record of how many time outs.

Level 2 *2 Days* As above and an attached note to parents informing them why their child was on time out and the dates and that at the next level a formal interview with the school will be required.

Level 3 *3 Days* Parent interview notes are posted and these interviews occur with the Deputy Principal to discuss behaviour and inform that at next level, an in school withdrawal will be

imposed and the student will not be invited to represent the school in activities e.g. sport, choir, dance, extra curricular. Class behaviour records will be reviewed.

Level 4 4 Days *In School Withdrawal*

As for above, but with a parent interview / phone call to discuss behaviour. At this point students will be advised they will be unable to represent the school in activities e.g. sport, choir, dance, extra curricular for 2 weeks. The student attends the daily Planning Room session and is restricted to specified areas during recess and lunch breaks. Continued misbehaviour may lead to Level 5.

Level 5 *Out of School Suspension*

Parents are notified and an interview is arranged. Class work is prepared for the student. A resolution meeting is arranged. Level 4 sanctions will apply.

Level 6 *Out of School Suspension*

As per case management and Departmental Guidelines. If an out of school suspension is the result of an act against an adult or child, some form of restitution will be negotiated.

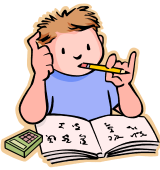




Level 7 As per case management and Departmental Guidelines

PLANNING SHEET FOR PLAYGROUND

TIME OUT SHEET FOR _____ ON _____

TODAY IS: MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

When I am in the playground I will remember to follow these rules.

<p>I can follow instructions.</p> 	<p>I can listen.</p> 	<p>I can use my hand and wait.</p> 	<p>I can work quietly.</p> 	<p>I can control what I do and say.</p> 
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<p>What did you do?</p>	<p>The rule I have to remember is:</p>
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PLANNING SHEET FOR CLASSROOM

TIME OUT SHEET FOR _____ ON _____

TODAY IS: MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

When I am in the classroom I will remember to follow these rules.

<p>I can follow instructions.</p> 	<p>I can listen.</p> 	<p>I can use my hand and wait.</p> 	<p>I can work quietly.</p> 	<p>I can control what I do and say.</p> 
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<p>What did you do?</p>	<p>The rule I have to remember is:</p>
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COPY OF WARNING LETTER WE SEND HOME AFTER TWO BUDDY CLASS VISITS

**Wauchope Public School
FIVE FAIR RULES PLAN**

Dear _____,

Your child, _____ of class _____ has now been sent to their buddy class on two occasions this term. The reasons for the buddy class time outs and the dates these occurred are listed below.

Buddy Class Time Out	Date	Specific Details
I can follow instructions.		
I can listen.		
I can use my hand and wait.		
I can work quietly.		
I can control what I do and say.		

If _____ is sent to Buddy Class Time Out for the third time this term the school will request an interview with you to discuss this problem. The school hopes that by informing you now, you maybe able to discuss your child's behaviour with him / her ensuring the current behaviour doesn't continue. Could you please complete and return the accompanying slip as proof that you are aware of the situation.
Yours faithfully.

COPY OF LETTER SENT HOME AFTER THREE BUDDY CLASS VISITS

Wauchope Public School

Dear Parent,

Your child, _____ has now been sent to Buddy Class for a third time this term. As you were previously informed, we would now like to arrange an interview with you and the class teacher to discuss these problems.

Please indicate on the note below when you would like to come to school to discuss this matter.

Yours faithfully,

Stage Supervisor

COPY OF WARNING LETTER SENT HOME AFTER TWO TIME OUTS IN A TERM

**Wauchope Public School
STUDENT TIME OUT NOTIFICATION**

Dear _____,

Your child, _____ of class _____ has now been placed on Time Out twice this term. The reasons for the time out and the date the time out occurred are listed below.

Time Out Incident	Date	Time Out Incident	Date
Physical aggression - fighting, punching, kicking, hitting or pushing		Racial vilification – making racial comments about other students	
Bullying - verbal, emotional or physical bullying of staff or students		Endangering themselves or others	
Disrespect to staff – rude language, back chatting or		Deliberate disobedience – not following school rules or teachers’ instructions	
Out of bounds – placing their safety or safety of others at risk		Unacceptable language – swearing at staff members or students	
Stealing		Not attending Time Out	
Comment About the Incidents			

If _____ appears in Time Out for the third time this term the school will request an interview with you to discuss this problem. The school hopes that by informing you now, you may be able to discuss your child’s behaviour with them and ensure the current behaviour doesn’t continue.

Could you please complete and return the accompanying slip as proof that you are aware of the situation.
Yours faithfully,

Rose Pelley
Deputy Principal

COPY OF LETTER SENT HOME AFTER THREE TIMEOUTS IN A TERM

Wauchope Public School

Dear Parent,

Your child, _____ has now been placed on Time Out for a third time this term. As you were previously informed, we would now like to arrange an interview with you to discuss these problems.

Please indicate on the note below when you would like to come to school to discuss this matter.

Yours faithfully,

Rose Pelley
Deputy Principal

Wauchope Public School

I would like to come to school on _____ at _____ to discuss my child's behaviour.

Signature of Parent / Guardian

Date

Child's Name

IN-SCHOOL WITHDRAWAL (I.S.W.)

I.S.W. occurs when a student reaches Level 5 in the Planning Room procedure. Parents are notified in writing and an interview requested. I.S.W. can last up to 4 days.

Procedure

Each day student will:

- On arrival at school, report to grade supervisor or teacher.
- At recess, report to supervisor.
- At lunchtime, report to Planning Room and then to supervisor.
- During class time, report to either the Principal or Deputy Principal's office. The student will complete work provided by their class teacher.
- At dismissal, either report to bus supervisor or promptly leave school grounds.

Note:

- Students on I.S.W. will not attend special school activities e.g. visiting performances, excursions.

- At the conclusion of I.S.W. the supervisor will determine re-entry procedures. This may include restricted playground access, behaviour monitoring sheets, restricted activities.

Re-Entry

- At the satisfactory conclusion of I.S.W., the student will not attend any special school activities for a period determined by the grade supervisor.
- At recess and lunchtime the student will report to the duty teacher, in a specified area, and the teacher will sign student's attendance card to verify the student reported to duty teacher.
- The student must remain in the designated area.

Note:

- When a student re-offends, within the 2 week review period, the student will be placed on either a Level 2, 3 or 4 of the Planning Room procedure depending on the misbehaviour, at the grade supervisor and Principal's discretion.

The following policy statements, and procedures, have been developed at Wauchope Public School (following close appraisal of the Student Welfare policy developed by Hastings Public School). It aims to cater for the specific needs of the students and school community. Regular updates will be undertaken to ensure our policy is aligned to the school's changing needs.

Companion Documents

- Anti-bullying
- Dealing with Harrassment
- Serious Incident Policy
- Accidents to Students
- Care and Supervision of Students
- Core School Rules
- Excursion Policy
- Student Representative Council
- Discipline in Government Schools
- School Uniform Code
- Homework Policy
- Learning Assistance Policy
- Visitors Protocol

(Revised and Passed by School Council – May 2007)

WAUCHOPE PUBLIC SCHOOL



STUDENT WELFARE AND BEHAVIOUR POLICY

ADDENDUMS FROM STAFF

Communication with Staff and RFF Staff

All staff will use the communication proforma below to ensure students' whereabouts are known at all times. If students are sent to the office the staff member will complete the slip of paper and pass to other staff who may have that group of students while the detained student is not in the group

CHANGES TO STUDENTS' ROUTINE

STUDENT'S NAME: _____ CLASS: _____

REASON FOR NOT BEING WITH CLASS GROUP:

TEACHER'S NAME: _____ DATE: _____

TIME OUT NOTIFICATION TO STAFF

Each day DP updates Time Out records and completes the slip below informing staff of any students from their class who have been on Time Out and the reason for the Time Out. This Time Out slip is attached to the sheet the students complete while they are on Time Out.

Wauchope Public School – Time Out Sheet