

GLENORIE PUBLIC SCHOOL DISCIPLINE POLICY

Glenorie Public School's Discipline Policy recognises that a good learning environment is essential for students to reach their full potential and realise self-worth in a harmonious environment. The Department of Education (DoE) is committed to a positive approach to student discipline. Our practices foster student engagement in learning, set clear boundaries, recognise appropriate behaviour and manage inappropriate behaviour fairly.

This policy is based on the guidelines of the NSW Department of Education Student Discipline in Government Schools Policy, Reference Number

PD/2006/0316/V03

Implementation Date

08/05/2006

last updated

05/08/2019 and the Behaviour Code for Students.

OBJECTIVES

We aim to achieve acceptable behaviour from all students by:

- developing each student's self discipline and control
- enhancing each student's self-esteem
- encouraging accountability for each student's behaviour
- encouraging students to speak politely and in a positive manner to other students and adults at all times
- promoting the values of courtesy, honesty, fairness and respect for individuals and property
- facilitating peaceful resolution of conflict
- teaching students to co-operate and work as a team through and by co-operation
- incorporating the [Behaviour Code for Students](#)
- using strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- using strategies and practices to recognise and reinforce student achievement
- using strategies and practices to manage inappropriate student behaviour.

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.
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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.

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.

SCHOOL RULES – for all students who attend Glenorie Public School

Rules have been developed, in consultation with the school community, which provide a consistent, concerted approach to achieving appropriate student behaviour.

The following rules will be common to every student.

- ~ Keep your hands and feet to yourself
- ~ If you cannot say anything nice don't say anything at all
- ~ If you accidentally hurt someone say sorry.

In class you must:-

- Respect the rights and property of other students
- Model and follow departmental, school and/or class codes of behaviour and conduct
- Listen when other people are speaking
- Follow instructions carefully
- Care for self and others
- Speak politely and positively
- Do your best at all times

In the playground you must:-

- Respect the rights and property of others
- Play by the rules
- Stay in bounds
- Negotiate and resolve conflict with empathy
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour
- Speak positively and politely
- No running on hard surfaces
- No hat, play under covered play areas
- Take personal responsibility for behaviour and actions

Punishment for misbehaviour in the classroom or playground

- Verbal warning
- Teacher based intervention or job set by teacher, as appropriate (if no hat – under COLA is ignored)
- Detention (for non-compliance, serious misdemeanour or repeated misbehaviour). Teacher fills in the green detention slip and gives it to the student to take to the detention executive. Students are sent to executive responsible for detentions with the green detention slip. The student completes an account of incident that gained a

detention. This is sent home for parents to sign and return. Students then complete detention with the executive teacher.

- **More serious incidents are sent to the principal.**(continued disobedience, leaving the school grounds, aggressive behaviour, bring a weapon to school)

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING ARE:

- Modelling appropriate behaviour
- Setting appropriate and achievable goals
- Establishing rewards for positive and appropriate behaviour
- Encouraging personal excellence
- Developing independence in learning
- Using *Students' Rights, Rules and Responsibilities Charter*

PRACTICES DESIGNED TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT ARE:

- Encouragement
- Praise
- House point system
- Stamps, stickers and certificates
- Meetings with parents
- Commendation at assemblies
- Levelled Award System (Ironbark, Bronze, Silver, Gold Certificates, School Pennant)
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All the above behaviours can be achieved through the promotion of the Ironbark Awards as a whole-school program. These awards can be used in the playground, classroom, Library, Italian and assemblies. Office staff will also participate in the program.

PRACTICES FOR PREVENTING UNACCEPTABLE BEHAVIOUR ARE:

- Clear and consistent school rules (school rules are regularly reinforced at school assembly)
- Clear and consistent classroom rules
- Personal Development Programs – Buddies, Drug Education, Child Protection, Peaceful Kids program
- Developing communication skills
- Relating with empathy to students
- Physical activity programs
- Appropriate curriculum
- Remediation and integration
- Counselling
- Small group discussions, as appropriate
- Student Representative Council

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation.

This policy is to be 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.

Glenorie Public School has an Anti-bullying Plan consistent with the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#) which can be found on our website; glenorie-p.school@det.nsw.edu.au

PRACTICES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR ARE:

- Redirection to other tasks
- Rule reminder
- Reprimands
- Verbal apology
- Written apology (to be signed by parent)
- Loss of privileges – no use of equipment, withdrawal to specific areas, (time-out seats), **exclusion from excursions**
- Detention – details entered by Executive and detention carried out by executive.
- Parents notified of detention through current Detention forms
- 3 detentions requires:
 - Meeting with parents
- Suspension – Issued by principal
- Upon return from Suspension, counselling
- Expulsion

EVALUATION:

The effectiveness of this policy will be determined by:

- an improvement in students' behaviour reflecting responsible choices
- a sense of pride in belonging to the school
- a neat and well-maintained school environment

This policy will be evaluated on a regular basis by the school community to ensure that it remains relevant to the school's needs.

SCHOOL HOME CO-OPERATION

Through our reporting system, scheduled parent/student/teacher interviews, unscheduled interviews when the need arises and through less formal communication such as telephone calls and letters, the staff at Glenorie Public School seek to have a firm foundation of home/school co-operation upon which Glenorie School's Discipline Policy is based.

School staff reserve the right to investigate and deal with incidents as they arise. Students will bring home a detention slip, noting the incident before the detention takes place for parents to sign. Parents may wish to make an appointment to discuss the detention.

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.

Note: Contact with parents is important and should be made through the Principal or Assistant Principals where there is concern about behaviour or other matters likely to worry the parent in order that there is consistency in the approaches which are made to parents and in the requests which are made of them. Staff are not expected to email parents, outlining the details of incidents that may have occurred before they investigate the incident with all students concerned.

The school discipline policy 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 student

STUDENTS' RIGHTS, RULES AND RESPONSIBILITIES CHARTER

RIGHT 1: I have the right to learn
RULE: Do my best, learn all I can

In order to claim this right, I have the responsibility to:

- Be on time
- Attend school regularly
- Contribute positively to lessons
- Stay on task
- Follow instructions
- Raise my hand to speak
- Work quietly
- Not interfere with other students' work
- Work to become an independent learner

RIGHT 2: I have the right to feel happy and safe
RULE: Work and play co-operatively with others

In order to claim this right, I have the responsibility to:

- Play fair and carefully
- Wait my turn
- Prevent fights
- Speak politely
- Share games
- Value friends and others
- Be helpful to new and visiting students and adults
- Stay in bounds
- Maintain the school's "Keep your hands and feet to yourself" policy
- Include all
- Respect the authority of teachers
- Not threaten or bully others

RIGHT 3: I have the right to have a school of which I can be proud
RULE: Take pride in my school

In order to claim this right, I have the responsibility to:

- Care for property
- Care for school grounds
- Wear correct uniform
- Behave sensibly when representing the school
- Support Student Teachers
- Be in the right place at the right time
- Not litter

RIGHT 4: I have the right to feel a valued member of the school community
RULE: Recognise and accept needs and differences

In order to claim this right, I have the responsibility to:

- Listen to others' opinions
- Answer politely
- Express feelings appropriately
- Understand the special needs of others
- Use appropriate language

RIGHT 5: I have the right to be heard
RULE: Find an appropriate way to communicate my problem to others

In order to claim this right, I have the responsibility to:

- Take the initiative to communicate my concerns and problems to others

RIGHT 6: I have the right to be respected
RULE: Respect others' rights and property

In order to claim this right, I have the responsibility to:

- Tell the truth
- Respect staff
- Follow school rules
- Be helpful
- Get permission to use others' property
- Get permission to leave school
- Make sensible and wise choices
- Allow others to have a say

CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR

When negotiated class or school rules are broken the following program will be affected.

- a. Information is recorded on Detention book by the referring teacher and given to their supervising teacher
- b. Student's teacher is notified of detention by the supervisor
- c. Student attends Detention at lunch in the Assistant Principal's room.
- d. The appropriate Detention Form is completed by the student and signed by both the Detention Executive teacher and the referring teacher
- e. The form is sent home with the student for parent's signature.
- f. The signed Detention Form is returned to the Detention teacher. The Detention teacher communicates with parents immediately if the form is not returned and the child remains on detention until the form is returned.
- g. After every third detention a meeting will be arranged with the parents by the Principal or Assistant Principal.
- h. Suspensions will be entered in Student Wellbeing (Synergy) for data collection by DoE.

SEVERE LEVEL: SUSPENSION, EXCLUSION AND EXPULSION FROM SCHOOL

Student is immediately sent to the Principal who will contact parents and decide if the offence warrants the immediate removal of the offending student from school, in accordance with *Suspension & Expulsion of School Students – Procedures, 2011*.

Short Suspension:

In resolving the inappropriate behaviour, the principal may choose to impose a short suspension of up to and including four school days. Short suspensions may be imposed for the following reasons and will be reported in the following categories:

- **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
- **Aggressive Behaviour.** This includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages (other forms of social media).

Long Suspension:

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 21 school days for the following misbehaviours:

- **Physical violence** which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.
- **Use or possession of a prohibited weapon, firearm or knife:** When the student uses or possesses a weapon which is listed in Schedule One of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- **Possession or use of a suspected illegal substance:** Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

- **Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon (other than in dot point 2 above), in a way which seriously interferes with the safety and well being of another person. This includes an offensive implement which is anything made, or adapted to cause injury to a person.
- **Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.
- **Persistent misbehaviour:** Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

Expulsion:

- In serious circumstances of misbehaviour, the principal may expel a student of any age from the school.
- Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the regional director.
- In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness issues.

Exclusion from excursions (including overnight camps):

Where the behaviour of a student is such that, doubt about that child's reliability whilst on an excursion is in question, (i.e. the child has recorded 3 detentions in the previous semester or 1 suspension and has shown little sign of contrition or behaviour modification), the parents will be notified that the child may be excluded from this excursion.

Exclusion from special events such as school disco or other out of teaching hours activities

Where the behaviour of a student is such that, doubt about that child's reliability whilst participating in a special event organised in the late afternoon or evening is in question (ie. the child has recorded 3 detentions in the previous semester or 1 suspension and has shown little sign of contrition or behaviour modification), the parents will be notified that the child may be excluded from the event and is to remain at home.

ROLE OF THE SCHOOL COUNSELLOR

The Counsellor's role in school discipline is involved at two levels of responsibility:

- Responsibility to the student as an individual
 - Responsibility to the school as a whole
1. In promoting the interests of the individual student, when necessary, the counsellor acts as a mediator on the student's behalf if the needs of the student are in conflict with other needs within the school community.
 2. The counsellor is involved in a positive and supportive, rather than a punitive way. He or she should be involved in early identification and assessment of significant problems and ensure that appropriate steps are taken for prevention and/or remediation of these problems.

3. The counsellor's role is consultative in offering advice to parents, principal, teachers and students at all levels of schooling.
4. The counsellor can contribute to the balanced development of the student since he or she is in a position to liaise with other agencies and resource personnel who have additional expertise and with whom communication would otherwise be difficult.

Disciplinary measures should be tailored to suit the needs of the individual student and provide opportunity for full development of him/herself as a responsible member of society.

Behavioural Problems ~ References:

- New Arrival program
- Learning Support Team
- LAST. Teacher
- Parental interviews
- Referral to Hornsby Health
- E.S.L.
- Report to parents re progress and follow up
- Speech Therapy
- Occupational Therapy

Reviewed AUGUST 2019

At Glenorie Primary School we

- *Respect the rights and property of others*
- *Listen when other people are speaking*
- *Follow instructions carefully*
- *Speak politely and positively*
- *Do our best at all times*
- *Uphold the Behaviour Code for Students*