Student Discipline Policy  
**Revised 2012**

The school community caters for the physical, social and emotional welfare of all students enrolled at Singleton Heights Public School.

This Singleton Heights Public School Student Discipline Policy reflects the current policies of the Department of Education and Training. (Student Discipline in Government Schools and Student Welfare, 2006, and Good Discipline and Effective Learning, 1996)

Good discipline is fundamental to the achievement of Government priorities for the public school system and this revision of our School Discipline Policy has been developed in consultation with school community members.

This policy contains four components:

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**Component 1**
Core Rules

Student discipline in NSW Government Schools

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 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.

At SHPS the 3 school rules promote a happy, harmonious and safe school environment.

They are:

1. Treat others as you would like to be treated.

2. Work and play safely.

3. Look after our school environment.

Component 2
Strategies and practices to promote positive behaviour including specific strategies to maintain a climate of respect.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR
The following are school based strategies for encouraging and perpetuating positive behaviour:

- The school welfare and discipline organisation is such that the child knows the procedures to be followed in all circumstances. Children should be in no doubt as to the reasoning for rules, i.e. the safety, consideration of others and respect at all times.
- The teacher guides individual and group behaviour to develop considerations and helpfulness to others.
- Opportunities for self-direction and decision-making are provided within the framework of class organisation.
- Lesson preparation is thorough to ensure that each child has work to fully engage his / her time. This work should be such that the child is able to achieve success and satisfaction at his / her own level of ability.
- Class activities are scheduled to provide interesting and varied work sessions.
- The teacher is consistent in expecting from every child a standard of work and behaviour that is reflective of their individual learning potential and seeks to achieve a standard of excellence reflective of his / her individual potential.
- Commendation of achievement or effort is varied, relevant, consistent and equitable.
- Effective and timely communication, with students and parents, is planned and implemented.
- School reporting schedules are regularly reviewed by the school community.
- The teacher is consistent and proactive in maintaining core DET rules, school and class rules at all times and in all situations.

Component 2
Strategies and practices to promote positive behaviour including specific strategies to maintain a climate of respect.

SPECIFIC STRATEGIES TO MAINTAIN A CLIMATE OF RESPECT
The following are school based strategies for encouraging and perpetuating a climate of respect:

- In the playground a merit card scheme exists where students are rewarded with ‘playground merit’s’. These provide students with immediate reward for respecting the school rules whilst playing. Each week these merit cards are collected and taken to both K-2 and 3-6 assemblies and three students are rewarded with a prize from ‘a pick a box’.

- In late 2009 the school introduced a program called Positive Behaviours for Learning (PBL). The key values recognised by Singleton Heights Public School as critical enablers for a positive school climate are ‘Respect, Responsibility and Excellence’. Within this framework of PBL, the school has adopted a whole school approach to embed this philosophy in the school community by explicitly teaching these positive behaviours.

- 2010 saw the official launch of the PBL value, ‘Respect’. Lessons were taught explicitly about what Respect ‘looks like, feels like and is’ in different settings around the school. The school introduced weekly Respect awards at assembly, with a celebration of these awards including photographs and stars identifying these students being displayed in the office foyer. A school brochure has been developed, outlining Singleton Heights Public School’s core rules, school rules and the examples of respectful behaviour in different settings around the school. Note Appendix 1.

- Twice yearly school reports are prepared. They are child centred, written in plain language and respectful in that they focus on what the child can do. Teachers aim to give parents and carers strategies to help support their children attain their full potential and strive for excellence in all areas of the curriculum.

Component 3
Strategies and practices to recognise and reinforce student achievement.

At a school level, excellence in achievement, effort, attitude or behaviour is recognised through:

- the annual presentation assembly,
- weekly assemblies (K-2) and fortnightly assemblies (Years 3-6) where pupils are awarded classroom merit certificates, citizenship commendations, Gold Star certificates for Respect and / or display commendable work and
- Individual and class contributions in the yearly school magazine.

A teacher may:

- nominate good or improved work or behaviour and it may be shown to the principal or his / her delegate,
- identify and have published samples of student’s work in the school’s weekly newsletter,
- mention children and their achievements in local media productions like the Singleton Argus,
- display special efforts in art or craft around the classroom and the school,
- contact parents / carers to praise students behaviour or successes,
- give recognition to children who represent the school in sporting teams at assemblies and in the school newsletter,
- use classroom based systems that provide positive reinforcement of positive behaviour, effort and attitude. These may range from stamps, comments, stickers, cards, special responsibilities or privileges and
- provide positive and encouraging comments on book work.

Component 4
Strategies and practices to manage inappropriate student behaviour.

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 stakeholders are expected to maintain high standards of discipline.

When parents enroll their children at Singleton Heights Public School 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 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 this school.

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In implementing the School Discipline Policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

This policy is to be implemented consistent with Occupational Health and Safety Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

At a school level, key strategies in place are the school’s Anti-bullying Plan, explicit teaching units covering anti-bullying and resilience education, K-6 teaching of mandatory Child Protection Units and the implementation of teaching units covering the PBL values of Respect, Responsibility and Excellence

Singleton Heights Public School has in place specific strategies for identifying, reporting and dealing with bullying behaviours. This is an important plan for managing inappropriate student behaviour. Students are strongly encouraged to control what happens by following the Anti-bullying Plan. A copy of the school’s Anti-Bullying Plan is available in a pamphlet form and is marked Appendix 2 in this policy.

The Anti-Bullying Plan Singleton Heights Public School has in place specific strategies for identifying, reporting and dealing with bullying in relation to e-mails. Inappropriate use of electronic devices like mobile phones, portable and ‘sexting’ that are in line with DET policies. Note Appendix 3 in this policy.

Component 4
Strategies and practices to manage inappropriate student behaviour.

Embedded in the Health, Personal Development and Physical Education key learning area of the curriculum are explicit teaching modules covering the school rules, the school Anti bullying Plan and resilience education including the APEEL program. A clear and concise overview detailing the scope and sequence for the teaching of these skills and strategies is in place at Singleton Heights Public School. The content, knowledge, skills and values covered in these teaching units, as well as the sequence of implementation of these units, is regularly reassessed and reviewed.

The school has a designated ARCO who deals with complaints, and provides advice to the school community, students, staff and parents, about procedures in relation to complaints about racism and maintains the school records.

In the Playground

Students who break the school rules and / or bully and harass others in the playground will be disciplined following the Playground Booking Procedures. This flowchart is included in this policy as Appendix 2. Rule breaking in the playground may lead to detention and or suspension procedures being put into place, following the DET Suspension and Expulsion of School Students Procedures. Teachers have clear guidelines for playground duty in various sections of the playground. These guidelines explain how the school rules operate in the playground and are necessary to maintain safety in the playground. They have been included as Appendix 3.

In the Classroom

In the classroom, teachers and students are expected to cooperatively devise classroom rules that support and promote the core DET rules, school rules and PBL values of this school, whist being appropriate for the age and grade of the students.

There will be times when, despite the positive actions of teachers, or of the school’s policies, or the many supports, interventions or antecedents in place, an individual child demonstrates unacceptable behaviour in the classroom. Classroom teachers need to develop and implement appropriate discipline strategies that are in line with the school and DET disciple guidelines.

Component 4
Strategies and practices to manage inappropriate student behaviour.

In the Classroom

Some suggested strategies a teacher may consider include:

- Examining if there are any extenuating circumstances that may be influencing the behaviour of the student, including their emotional stability, health concerns, friendship worries and their family situation.
- Studying the antecedents around the student’s unacceptable behavior, including noting if other students encourage or provoke the student.
- Identifying and implementing interventions that best support the student in terms of managing their behaviour.
- Revising unsuccessful interventions and altering them according to the needs of the student.

If unacceptable behaviour persists, the school procedures for dealing with such children are listed below:

a) The class teacher takes action, including meeting with the student to discuss the behaviour and discussing the student’s behaviour with their supervisor.

b) The teacher and the supervisor make an action plan that could include the student meeting with the supervisor, the Deputy Principal or the Principal. Also an outcome may be the classroom teacher requesting an interview with the parents or carers.

c) The teacher and the supervisor may wish to complete a learning support team referral, Appendix 4, to refer the student to the school Learning Support Team for further support.

d) The school executive may also utilize the chart Escalating Consequences for Inappropriate Behaviour.[Appendix 4]
Responsibilities of teachers, students and parents

- 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 students.
- Principals are accountable through their school education director for ensuring a safe, secure and harmonious work environment for students and staff.
- Principals are responsible for the development, implementation and monitoring of the school’s discipline policy.
- Principals are responsible for ensuring that the school’s policy is evaluated and reviewed by the school community at least every three years.
- Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.
- Principals must provide a copy of their School Discipline Policy to the school education director when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.
- Parents and students are to be given a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.
- Principals must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students.
- Parents are expected to support the school in the implementation of the school discipline policy.
- Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation.
- Students are expected to follow the DET core discipline code and the school rules and to comply with staff directions regarding discipline and appropriate behaviour.
- Students will show respect for teachers, fellow students, and other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.
Monitoring, evaluation and reporting requirements

Each school will consistently evaluate and review their School Discipline Policy to ensure that it complies with the current DET policy.

School Education Directors will monitor the local implementation of this policy and will report to the Regional Director.

The General Manager, Access and Equity will monitor the statewide implementation of this policy.

Contact Coordinator, Student Discipline
Telephone (02) 9266 8936

Implementation documents
Student Discipline in Government Schools - Support Materials
Suspension and Expulsion of School Students - Procedures
Anti-bullying Plan for Schools - Procedures

Related information

- Student Welfare Policy
- Core Rules for Students in NSW Government Schools
- The School Uniform Policy
- School Attendance Policy
- Occupational Health and Safety Policy
- Anti-Racism Policy
- Drugs in Schools Policy
Escalating Consequences for Inappropriate Behaviour
[To be implemented within the guidelines of the Student Discipline Policy]

- Expulsion
- Long Suspension
- Short Suspension
- Suspension warning
- Restricted Playground Access
- Further Detention, Bullying Program
- Detention
- Warning/Booking/Time Out