



# Kurmond Public School

## Student Discipline Policy

2017

Kurmond Public School has a fine reputation in the wider community for its high standard of discipline and the commendable behaviour of its students.

It is with great pleasure that the school receives many favourable comments from the general public regarding student behaviour when attending events outside the school such as excursions, sporting events and overnight camps.

All students and staff at Kurmond Public School have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Kurmond Public School **will** maintain high standards of student behaviour in line with the Department of Education Student Discipline Policy.

This policy is a means of providing a safe, challenging and creative environment for all members of our school community. It addresses the management of behaviour, which ensures the acknowledgement of appropriate behaviours and the prevention and/or correction of inappropriate behaviour through a system of relationships, expectations, rewards and consequences designed to develop discipline within our school. It is supported by the school's Positive Behaviour for Learning (PBL) initiative, which expects and explicitly teaches the values of Effort, Courtesy, Safety, Responsibility and Achievement.

### **Objectives - Policy statement**

Good discipline is fundamental to the achievement of government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members. The policy must contain four components. These are:

- The discipline code or school rules
- Strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- Strategies and practices to recognise and reinforce student achievement
- Strategies and practices to manage inappropriate student behaviour.

The school discipline policy must:

- be consistent with legislation and reflect government and departmental policy
- incorporate the principles of procedural fairness
- be developed within a strong student welfare context
- reflect the identified needs of the community
- grow from existing policies and practices
- outline expected standards of behaviour
- define the responsibilities of teachers, students and parents.

Consistent with the Education Act (1990) and Departmental policy, schools may develop additional components for their school discipline policy to meet local needs.

## **Context**

Schools and their communities work together to provide quality learning environments which are:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation.

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.

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 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.

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 [Work Health and Safety \(WHS\) Policy](#) obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

All schools must develop and implement an Anti-bullying Plan consistent with the [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

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.

## **Responsibilities and delegations**

### **Principals**

- Principals are accountable through their Directors, Public Schools 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 their Directors, Public Schools 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 Procedures](#).

### **Parents**

- Parents are expected to support the school in the implementation of the school discipline policy.

### **Teachers**

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

### **Students**

- Students are expected to follow the discipline code and school expectations and to comply with staff directions regarding discipline and appropriate behaviour.
- Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation.

### **Monitoring, evaluation and reporting requirements**

- Directors, Public Schools will monitor the local implementation of this policy and will report to their Executive Directors, Public Schools.
- The Director, Student Engagement and Interagency Partnerships will monitor the state-wide implementation of this policy.

## **NSW Behaviour Code For Students**

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.

### **In NSW public schools students are expected to:**

- Respect other students, their teachers and school staff and community members
- Follow school and class expectations and follow the instructions 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.**

## **Behaviour Code for Students: Actions**

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### **Respect**

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### **Safety**

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### **Engagement**

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

### **Cyber Bullying**

In the instance of cyber bullying the principal and school staff will align their decisions and actions with the below document.

[https://www.det.nsw.edu.au/policies/student\\_serv/discipline/bullying/cyberbully.pdf](https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/cyberbully.pdf)

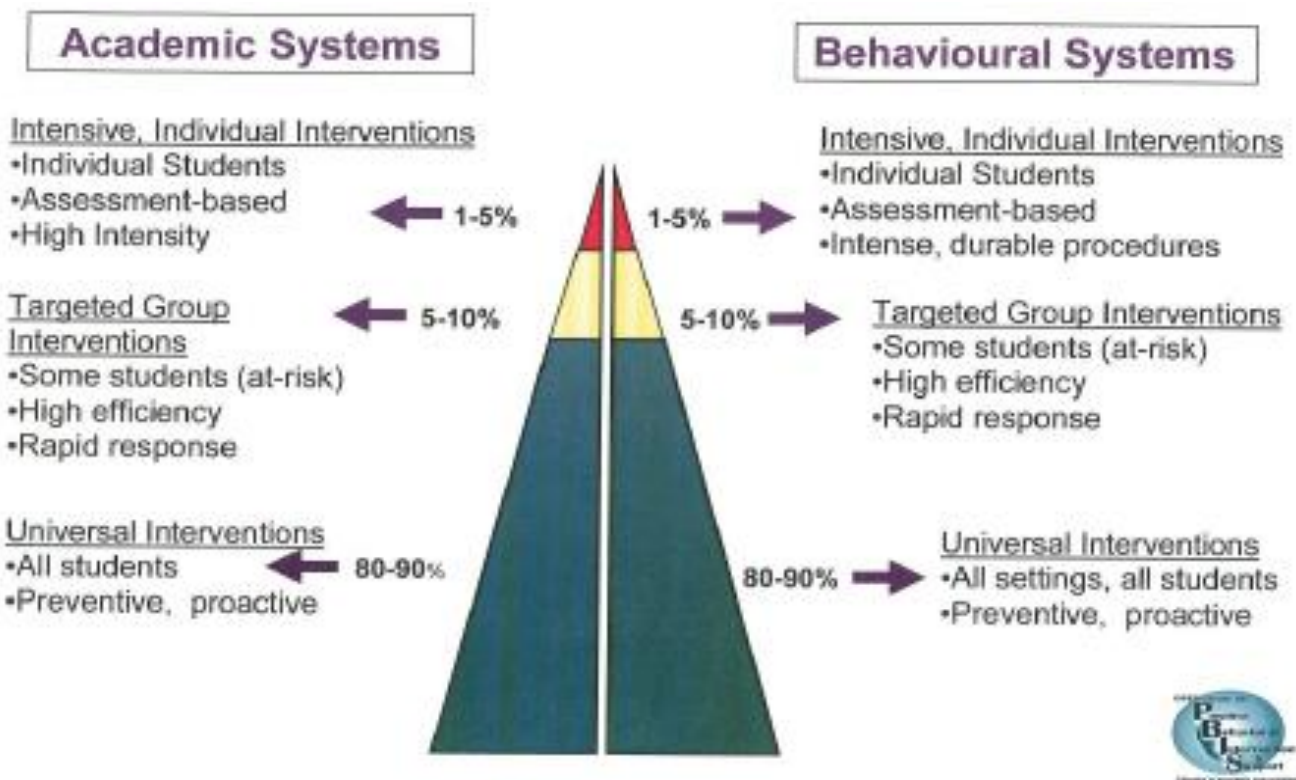
## Positive Behaviour for Learning (PBL)

Kurmond Public School implements Positive Behaviour for Learning. Positive Behaviour for Learning (PBL) is a long term process to create safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The adoption and long-term implementation of efficient and effective discipline throughout the whole school environment is critical to the process.

PBL is based upon research and is proven to significantly reduce the occurrence of problem behaviours in schools. PBL is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems (Lewis & Sugai, 1999). The process focuses on improving a school's ability to teach and support positive behaviours for all students.

PBL is intended to support all students and staff across all settings. This team-based process is designed for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which school-based teams of educators are trained in: effective behaviour management principles and practices; systems change and; in the practical application of research-validated instruction and management practices.

PBL logic is based upon a **three tiered prevention model**. Attention is focused on creating and sustaining systems of support that improve both academic and social results for all students by preventing the development of inappropriate behaviour, reducing the intensity of existing problem behaviour and increasing the likelihood of academic success. The three tiered prevention approach includes:



## Implementation Process

The process itself involves the team within the school employing effective systems, practices and data-based decision-making consistently and with fidelity. The process is described by a **set of jigsaw pieces** which describe the school's expectations as the teams work through as they address the three tiers. Through the implementation of this team driven process schools develop efficiency at linking PBL with other efforts and initiatives to form a continuum of support for both staff and students. The process involves a strong focus on supporting teachers to consistently embed the teaching and monitoring of appropriate social and behaviour skills into the school day and curriculum.



In the literature, PBL is known as PBIS (Positive Behaviour Interventions and Supports), PBS (Positive Behaviour Support), PBL (Positive Behaviour for Learning); and EBS (Effective Behaviour Support). At Kurmond Public School, it will be known as PBL (Positive Behaviour for Learning). The terms are synonymous.

## PBL Big Ideas

- PBL is not a program - it is a framework for systems to identify needs, develop strategies and evaluate practices.
- The goal of PBL is to establish environments that support adoption and sustain use of evidence-based practices.

## PBL Guiding Principles

1. Student misbehaviour can be changed (taught)
2. Environments can be created to change behaviour (Instructional)
3. Changing environments requires change in adult behaviour (teaching)
4. Adult behaviour (teaching) must change in a consistent and systematic manner
5. Systems of support (effective instructional environments) are necessary for both students and adults.

## PBL Team

The PBL Team meets on a regular basis to discuss playground needs and issues, behaviour management, rewards and issues arising. Regular tracking of students' and behavioural issues is undertaken during PBL meetings and information is used to guide and inform decisions.

## NSW Department of Education

### CORE RULES FOR STUDENTS IN NSW GOVERNMENT SCHOOLS

Students in NSW government schools are provided with 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 the **core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.**

Our school's expectations are: **Effort, Courtesy, Responsibility, Safety and Achievement.**

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and 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.

#### NSW CORE RULES AS RELATED TO KURMOND PUBLIC SCHOOL EXPECTATIONS

<p><b>1. Safety</b></p> <ul style="list-style-type: none"><li>• Attend every school day, unless you are legally excused.</li><li>• Behave safely, considerately and responsibly, including when travelling to and from school.</li></ul>
<p><b>2. Responsibility</b></p> <ul style="list-style-type: none"><li>• Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.</li><li>• Care for property belonging to themselves, the school and others.</li></ul>
<p><b>3. Courtesy</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Treat one another with dignity and respect.</li></ul>
<p><b>4. Effort and Achievement</b></p> <ul style="list-style-type: none"><li>• Be in class on time and prepared to learn.</li><li>• Try your best.</li><li>• Be determined when faced with challenging tasks.</li></ul>

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.

## Strategies to promote good discipline and effective learning

Positive discipline is an essential part of a schools' behaviour management plan. In formulating a behaviour management plan, school communities must be acknowledged and practices described, to foster good discipline. For example:

- The consistent use of good behaviour management technique such as:
  - giving simple instructions
  - expecting students to comply and follow directions
  - regularly noticing and commending students for complying with rules and directions
  - avoiding the use of ridicule, embarrassment or 'put-downs'
  - involving all members of the class by directing questions to the full range of students
  - encouraging on-task learning behaviour by moving about the room and supervising work
  - refocusing and redirecting attention when students become restless or inattentive
  - having a plan for managing behaviour disruptions
  - following up any significant behaviour disruptions.
- The provision of appropriate curriculum to meet the needs of each student.
- The development of a school discipline code - a small number of easily understood rules which state the expected behaviour, can be monitored and consistently and fairly applied.
- Supporting students in achieving success in learning.
- Staff modelling of consistent, caring and controlled behaviour.
- Discussion with parents and caregivers of their roles and responsibilities in managing student behaviour.
- The provision of integrated programs which develop self-discipline, self review, communication and responsible decision making, such as:
  - stress management programs
  - social skills programs
  - peer mediation
  - peer learning.
- Encouragement of respect for teachers as professional educators.
- Staff attendance at relevant training and development programs.
- The provision of appropriate support programs, such as counselling and remediation.
- Liaison with supportive community agencies to build teams.
- The knowledge and understanding of the particular needs and pressure experienced in the local community.

## AWARDS

***“Rewards need to be fair, effective and collaborative”.***

### **1. School Merits**

Merits are awarded to students for demonstrating school expectations. These are given throughout the week, in all classroom settings, by all staff members, immediately and as deserved. A student who receives, on average, 7-8 Merits per week, will attain 300 merits each year and receive one badge per year. While we encourage students to follow the expectations and do their best for intrinsic reward, we also recognise that students enjoy an external awards system.

Students earn Merits for academic, sporting effort, classroom behaviour, playground behaviour, encouragement, completing homework etc. reasons. Teachers are asked to make a conscience effort to hand out on average 5 per day. Students collect their Merits and are responsible for their safe-keeping.

**These levels are cumulative therefore will continue from year to year.**

25 – Award presented at morning Assemblies or in class

50 – Certificate presented at K-6 Assembly

75 – Award presented at morning Assemblies or in class

100 – Certificate presented at K-6 Assembly

125 – Award presented at morning Assemblies or in class

150 – Certificate presented at K-6 Assembly

175 – Award presented at morning Assemblies or in class

200 – Award presented at K-6 Assembly

225 – Award presented at morning Assemblies or in class

250 – Certificate presented at K-6 Assembly

275 – Award presented at morning Assemblies or in class

300 – Certificate presented at K-6 Assembly; Merit Badges presented at Leaders Assemblies; Morning tea with the principal for the student and their parents at the end of each Term.

*Guideline: Rewards are given throughout the week, in all classroom settings, by all staff members, immediately and as deserved.*

25 Merits	25 Merit Certificate
50 Merits	50 Merit Certificate
100 Merits	100 Merit Certificate
150 Merits	150 Merit Certificate
200 Merits	200 Merit Certificate
250 Merits	250 Merit Certificate
300 Merits	300 Merit Certificate
<b>Certificate</b>	<b>Blue Badge</b>
25 Merits	25 Merit Certificate
50 Merits	50 Merit Certificate
100 Merits	100 Merit Certificate
150 Merits	150 Merit Certificate
200 Merits	200 Merit Certificate
250 Merits	250 Merit Certificate
300 Merits	300 Merit Certificate
<b>Certificate</b>	<b>Yellow Badge</b>



25 Merits	25 Merit Certificate
50 Merits	50 Merit Certificate
100 Merits	100 Merit Certificate
150 Merits	150 Merit Certificate
200 Merits	200 Merit Certificate
250 Merits	250 Merit Certificate
300 Merits	300 Merit Certificate
<b>Certificate</b>	<b>Red Badge</b>

25 Merits	25 Merit Certificate
50 Merits	50 Merit Certificate
100 Merits	100 Merit Certificate
150 Merits	150 Merit Certificate
200 Merits	200 Merit Certificate
250 Merits	250 Merit Certificate
300 Merits	300 Merit Certificate
<b>Certificate</b>	<b>White Badge</b>

25 Merits	25 Merit Certificate
50 Merits	50 Merit Certificate
100 Merits	100 Merit Certificate
150 Merits	150 Merit Certificate
200 Merits	200 Merit Certificate
250 Merits	250 Merit Certificate
300 Merits	300 Merit Certificate
<b>Certificate</b>	<b>Bronze Badge</b>

25 Merits	25 Merit Certificate
50 Merits	50 Merit Certificate
100 Merits	100 Merit Certificate
150 Merits	150 Merit Certificate
200 Merits	200 Merit Certificate
250 Merits	250 Merit Certificate
300 Merits	300 Merit Certificate
<b>Certificate</b>	<b>Silver Badge</b>

25 Merits	25 Merit Certificate
50 Merits	50 Merit Certificate
100 Merits	100 Merit Certificate
150 Merits	150 Merit Certificate
200 Merits	200 Merit Certificate
250 Merits	250 Merit Certificate
300 Merits	300 Merit Certificate
<b>Certificate</b>	<b>Gold Badge</b>

## 2. Badges

**Sequence of Badges. Badge colours will be added year by year from the first year the policy is implemented. By the end of the first year, yellow will be the highest badge to be awarded.**

1 <sup>st</sup> Badge	Blue - Afternoon Tea with Principal and parents at end of each Term
2 <sup>nd</sup> Badge	Yellow – Afternoon Tea with Principal and parents at end of each Term
3 <sup>rd</sup> Badge	Red - SRC to decide
4 <sup>th</sup> Badge	White - SRC to decide
5 <sup>th</sup> Badge	Bronze – Book prize
6 <sup>th</sup> Badge	Silver – BBQ Breakfast with parent
7 <sup>th</sup> Badge	Gold – Pizza lunch with the Principal

*A student who achieves all seven Badges in the course of their years at Kurmond PS will receive the Principal's Medal of Excellence at Presentation Night.*

### 3. Kurmond Public School Expectations:

*Effort  
Courtesy  
Safety  
Responsibility  
Achievement*

4. **Class white merit assembly awards** - White Merit Awards are presented at assemblies each fortnight, 3 per class in addition to the Kurmond Merits reward system. The purpose of this system is to recognise positive contributions that are made by the students, to encourage student performance and to improve self-esteem. The merit system supports the school’s PBL values of Effort, Achievement, Courtesy, Safety and Responsibility.
5. **Coo'ees** – Are awarded to students during all settings when they are caught displaying PBL focus behaviours. Coo'ees are easily given out in playground settings. These are our 'free and frequent' rewards at Kurmond without devaluing the merit system. Students place these in the letterbox located in the playground. Each week, 4 students are randomly drawn from the Coo'ee box and win a canteen voucher. Staff will be encouraged to write their name on the back of each Coo'ee given out.

**At the end of the year all tokens will be placed back in the box for a whole school reward if the annual target is reached.**

### Consequences and Discipline

***“Discipline needs to be fair, effective and collaborative”.***

*Teachers will use discretion to ensure consequences are fair and effective when dealing with students who don’t follow school expectations.*

***Kurmond PS implements the 1,2,3 Magic framework in all classroom settings.***

*Teachers implement this in their classrooms with positive results from most students. Some students are on individual behaviour plans to support positive choices and negotiate targeted behaviours with the student, teacher and parents.*

<b><i>In case of emergency send for help from an Executive member of staff</i></b>	
<b><i>Playground</i></b>	<b><i>Classroom</i></b>
<p><b><u>Step One</u></b> Reminder given to the student about the expectation that is not being followed.</p> <p><b><u>Step Two</u></b> Teacher issues consequence appropriate to behaviour.</p> <p><b><u>Step Three</u></b> Student details recorded on tracking slip. Ensure consequences are administered eg. walk with teacher, time out or removal from playground. In the case of dangerous and or violent behaviours, Executive intervention is to be</p>	<p><b><u>Step One</u></b> Reminder given to student about the expectation that is not being followed. <i>1st Tier 1,2, 3.</i></p> <p><b><u>Step Two *</u></b> Additional reminder is given to the student, the student is asked to identify a <b>“Fix-It”</b>. <b>Buddy class, student owes class teacher time with catch up of missed work.</b> Teacher documents record of incident if appropriate on the school’s Incident Tracking Sheet and Behaviour Spreadsheet.</p> <p><b><u>Step Three *</u></b> <i>2nd Tier 1,2, 3.</i> For repeated breaches of the classroom expectations, the student is to be sent to the appropriate Assistant Principal along with a tracking sheet. The student completes a reflection sheet to be taken home and</p>

<p>sought. It may be necessary to implement the DEC Suspension and Expulsion of School Students policy at this stage.</p> <p><b><u>Step Four</u></b> In cases where staff deem that a student’s behaviour is a serious breach of the School’s Expectations, the staff member may request that the student receive an official reflection time to be administered by the Assistant Principals or Principal. The student will complete a Reflection sheet to be taken home and discussed with parents.</p> <p><b><u>Step Five</u></b> For repeated breaches of the school’s expectations it may be necessary to refer the student to the school’s Learning and Support Team for further support.</p> <p><b><u>NB</u></b> Supervisors regularly review data, where necessary interviews with parents, class teacher and supervisor are held to identify further strategies (positive intervention plan and / or behaviour management plan) to be implemented. The Principal is informed and may be required to manage the student from this point.</p>	<p>discussed with parents. Student completes a “Fix-It”.</p> <p><b><u>Step Four</u></b> <i>3rd Tier 1,2, 3.</i> For repeated breaches of the classroom expectations, the student is to be sent to the Principal. The student completes a reflection sheet to be taken home and discussed with parents.</p> <p><b><u>Step Five</u></b> For repeated breaches of the school’s expectations it may be necessary to refer the student to the school’s Learning Support Team for further support.</p> <p>* Steps 2 and 3 may be modified to suit individual teacher behaviour management systems. It may be suitable for the student to owe the Principal time and catch up on missed work.</p> <p>** In the case of dangerous and / or violent behaviours, Executive / Principal intervention is to be sought. It may be necessary to implement the DEC Suspension and Expulsion of School Students Policy at this stage.</p> <p><b><u>NB</u></b> Supervisors regularly review data, where necessary interviews with parents, class teacher and supervisor are held to identify further strategies (positive intervention plan and / or behaviour management plan) be implemented. The Principal is informed and may be required to manage the student from this point.</p>
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**1. Playground and Classroom**

**Tracking slips** are not a punishment or consequence. They are a recordkeeping tool outlining details of an incident where a school expectation has not been followed. Teachers should use their own discretion before recording an incident on a tracking slip. The supervising teacher should impose a consequence immediately, if possible, or recommend a consequence for a later time. The behaviour should be discussed with the student and recorded in detail on the slip. The information on this slip will be entered on to School's Behaviour Spreadsheet by the supervising teacher (if it is a classroom incident) and the slip be retained by the classroom teacher. If it is a playground incident it will be sent to the AP supervising the relevant student. The teacher may send the student to the supervisor to inform him / her and reinforce behaviour expectations with the student. **Instant Removal** of a student will occur for violence (risk of harm to self or others). Principal or Assistant Principal removes child from setting.

**Detention** means the student is removed from the playground for playing time and goes to the AP's Classroom / Office / Principal's Office. The focus of detention will be on the student taking time to reflect on the behaviour and to 'own' his/her behaviour and where possible, restitution. Parents will be notified via a letter home from the Assistant Principal / Principal. This is to be signed and returned to the issuing teacher.

## 2. Ongoing concerns

Student behaviour will be discussed between the student, class teacher, supervisor and parents. In these cases behaviour plans may be established or further disciplinary action taken. DoE "Procedures for the suspension and expulsion of School Students" will be applied where appropriate.

### **STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING**

<p style="text-align: center;"><b>In The Classroom</b></p> <ul style="list-style-type: none"> <li>• Organisation of environment, resources and documentation</li> <li>• Preparation of lesson content and resources</li> <li>• Lessons appropriate to students' ability levels</li> <li>• Appropriate student grouping</li> <li>• Effective programming</li> <li>• Efficient and effective assessment procedures</li> <li>• Regular reinforcement of rules, incentives and consequences</li> <li>• Consistency and fairness in managing students</li> <li>• Creation of a positive atmosphere</li> <li>• Modelling of respect for others</li> <li>• Use of positive reinforcement, praise and encouragement</li> <li>• Enthusiasm displayed</li> <li>• Encouragement and support given.</li> </ul>	<p style="text-align: center;"><b>In The Playground</b></p> <ul style="list-style-type: none"> <li>• Teacher punctuality, mobility and diligence</li> <li>• Employment of proactive approach</li> <li>• Consistent implementation of school rules</li> <li>• Communication with colleagues</li> <li>• Following up incidences as they occur in the playground</li> <li>• Recording relevant incidences with students on Behaviour Cards</li> </ul>
	<p style="text-align: center;"><b>Out of School Activities</b></p> <ul style="list-style-type: none"> <li>• Organisation and planning</li> <li>• Student preparation prior to excursions</li> <li>• Employment of safety procedures.</li> </ul>
	<p style="text-align: center;"><b>Movement Around The School</b></p> <ul style="list-style-type: none"> <li>• Safe, respectful and orderly movement when moving from area to another around the school.</li> </ul>

### **A CLASSROOM DISCIPLINE PLAN From Bill Rogers "Decisive Discipline"**

- Strategies move from the least intrusive to the most intrusive.
  - Match the discipline step to the disruption.
  - Be brief, avoid embarrassment, hostility, nagging and over correction.
1. Tactical Ignoring Of Behaviour
  2. Non Verbal Messages
  3. Casual Statement or Question
  4. Simple Direction
  5. Restate Rule or Reminder
  6. Question and Feedback
  7. Simple Interrogative –Who, What
  8. Distraction and Diversion
  9. Diffusion Deflection
  10. Take The Child Aside
  11. Clear Desist or Command
  12. Isolation Within The Room
  13. Blocking Statement or Broken Record
  14. Simple Choices- Logical Consequences
  15. Time Out In Room
  16. Can I See You
  17. Exit From The Room

## **PLAYGROUND BEHAVIOUR IMPROVEMENT / GAMES PROGRAM**

This program aims to address poor playground behaviours exhibited by targeted students and to reduce the incidents of these students being excluded from the playground.

### **Measurable Outcomes**

- Increase the evidence of appropriate play before school, at recess and lunch.
- Increase the evidence of and positive interaction between targeted students as well as between the rest of the school population and staff.
- Decreased incidents of bullying, teasing and physical fighting in the playground and during transition periods.
- Increased opportunities for inclusion and/or integration for targeted students during play periods and extra-curricular activities.
- Reduced dependence that some targeted students have on adult intervention.
- Increase the independence of targeted students in the whole school setting.

### **Implementation**

- Extra playground equipment and games available on the top playground.
- Painting, line and grid markings on the asphalt for games (eg. Checkers, Hopscotch, Chess, Snakes 'n Ladders etc)
- At lunchtime equipment will be available under the COLA and on the back field for students to use. Teachers 'encourage' targeted students at the beginning of the play period to participate and give guidance to game rules.
- Lego club operates in the office / library as necessary
- Chess Club operates in the library

### **Monitoring and Evaluation**

- New activities and games will be introduced and rotated regularly
- Teachers to monitor and provide feedback through analysis of data and at Communication meetings

## Rights and Responsibilities

Whilst acknowledging that every student is entitled to their rights, there are responsibilities that students must also consider.

MY RIGHTS	MY RESPONSIBILITIES
<i>I have the right to be happy at school</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To play fairly and show good sportsmanship</li> <li>➤ To respect others' feelings by not teasing and bullying</li> <li>➤ To make the school a happy place</li> <li>➤ To speak to others with respect and dignity</li> </ul>
<i>I have the right to feel safe and secure at school</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To obey all school rules and help others do the same</li> <li>➤ To keep my hands and feet to myself</li> <li>➤ To avoid any action or place that may place myself and/or others in danger</li> <li>➤ To tell a responsible person of any potential or perceived danger</li> <li>➤ To respond to all reasonable requests from staff</li> <li>➤ To share space and time, taking turns in games and activities</li> </ul>
<i>I have the right to expect my property to be safe</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To take good care of my own and other people's property</li> <li>➤ To care for the buildings, furniture, grounds and all equipment</li> </ul>
<i>I have the right to learn all I can</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To be well behaved in class and not disturb others</li> <li>➤ To do my best at all times</li> <li>➤ To keep up with my work in class to the best of my ability</li> <li>➤ To attend school regularly and to be punctual</li> <li>➤ To cooperate with my teachers and classmates</li> <li>➤ To be prepared with required equipment – pencils, sharpener etc</li> </ul>
<i>I have the right to be helped with any problems I have at school</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To speak to my teacher if I have a problem</li> <li>➤ To understand that others may also need help</li> </ul>
<i>I have the right to have a pleasant, clean and healthy school and grounds</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To care for my school by keeping it clean and free from litter</li> <li>➤ To return equipment to the correct place</li> </ul>
<i>I have the right to be treated as an individual, with respect and politeness</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To learn self control and ignore silly people</li> <li>➤ To treat others fairly, politely and with respect</li> <li>➤ To listen while others are speaking</li> </ul>
<i>I have the right to make decisions and express opinions that concern me</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To express my point of view politely, in the right place and time</li> <li>➤ To think about my choices</li> <li>➤ To take responsibility for my own actions and decisions and accept any consequences for poor choices</li> </ul>
<i>I have the right to expect that the local community will support and have pride in our school</i>	<p><b>My responsibility is:</b></p> <ul style="list-style-type: none"> <li>➤ To behave in a way which will bring credit to our school</li> <li>➤ To present myself in a clean and tidy manner</li> <li>➤ To wear my school uniform with pride</li> <li>➤ To respect the school</li> </ul>

**To enhance the Wellbeing of all students at our school we have both a Merit Award System and a Disciplinary Behaviour Levels System. These systems operate independently of each other.**

## **BEHAVIOUR LEVELS SYSTEM**

The policy is a system of five levels which provide students, parents and staff with a clear understanding of the expectation for student behaviour and procedures for commendation or consequence. When poor behaviour is exhibited students will pass through lower levels. Assistant Principals will collaboratively make the decision of student movement between levels after consultation where necessary with teachers.

### **Implementation**

- Unsatisfactory student behaviours will be placed on *Incident Tracking Slips* by teachers on playground duty or if they occur in the classroom they will be tracked by the classroom teacher. The teachers make detailed notes of the incidences and then give completed forms to the Assistant Principal if it is a playground incident. **The incident will be entered on the behavior spreadsheet by the AP if it is a playground incident and by the class teacher if it is a classroom incident.**
- Assistant Principals go through the Incident Tracking Slips to decide whether students will be required to complete a 'reflection session' or 'pay back time'. This follow up is also recorded on the behavior spreadsheet. During the reflection session the Class teacher, AP or Principal will discuss the situation with the student /s and which behavior expectation hasn't been met.
- Incident Tracking Sheets will be returned to the class teachers to retain as a copy. They will be filed.
- Parents are notified as required with a phone call or follow up letter. Keeping parents informed is important at all levels.

## **EXPLANATION OF BEHAVIOUR LEVELS**

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Students are co-operative, helpful and try hard to work with school staff, students and visitors to the school. They respect the rights of others, obey most school rules, try their best in the classroom and follow the school's PBL values.

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### **LEVEL 1: BEHAVIOUR IS CAUSING CONCERN**

The student is causing problems in the classroom and/or in the playground and the teachers have expressed concern for the student's welfare. The student has not responded to strategies to improve his/her behaviour. The student may be excluded from school activities. A Behaviour Card may be implemented and communicated to parents and the student.

**PARENTS WILL BE NOTIFIED**

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### **LEVEL 2: BEHAVIOUR IS UNSATISFACTORY**

The student is continually causing problems in class and/or the playground. A Behaviour Card will be implemented and communicated to parents and the student may be excluded from school excursions, and other school activities.

**PARENTS WILL BE NOTIFIED AND MAY ATTEND AN INTERVIEW**

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### **LEVEL 3: BEHAVIOUR CONTINUES TO BE UNSATISFACTORY**

**FORMAL CAUTION OF SUSPENSION**

**PARENTS WILL BE NOTIFIED AND REQUIRED TO ATTEND AN INTERVIEW**

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### **LEVEL 4: BEHAVIOUR CONTINUES TO BE UNSATISFACTORY**

Unacceptable behaviour is still evident. The student presents a risk to the education and/or safety of other students. The Principal will **suspend** the student as per the Department of Education's Policy.

**PARENTS WILL BE CONTACTED AND REQUIRED TO ATTEND AN INTERVIEW**



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**LEVEL 0**

<b>ALL STUDENTS BEGIN THE YEAR AT THIS LEVEL</b>	<b>WHAT HAPPENS TO YOU AT THIS LEVEL</b>
<p>Your behaviour is <b>GOOD</b>.</p> <p>You are helpful and try to cooperate with all members of the school community.</p> <p>You display good manners.</p> <p>You consistently respect the rights of others and obey the rules of your school and classroom.</p> <p>You are mostly responsible in the playground, in class and in all school activities.</p> <p>You try to follow the school's PBL values</p> <p>You try to work to the best of your ability.</p>	<p>Receive rewards and various awards:</p> <ul style="list-style-type: none"><li>-Class Merit Awards at assemblies</li><li>-School Merits</li><li>-Coo'ees</li><li>-Class based incentive scheme awards</li></ul> <p>Participate in school teams, excursions and special activities.</p> <p>You will develop a good reputation in the school community.</p>

## LEVEL 1

<b>WHY YOU HAVE BEEN PLACED AT THIS LEVEL</b>	<b>WHAT HAPPENS TO YOU AT THIS LEVEL</b>
<p>Your Behaviour is <b>CAUSING CONCERN</b>.</p> <p>Your class teacher and/or other teachers are worried about you.</p> <p>You are not always co-operative and you are causing problems in class or around the school</p> <p>You are probably doing one or more of these things:</p> <ul style="list-style-type: none"><li>• upsetting or disrupting the class, which means you cannot get your work done and others in the class cannot get their work done</li><li>• being unsafe in the playground and breaking the rules which have been made for the safety of all students</li><li>• It has been necessary for your class teacher to send you to, or discuss with the Assistant Principal, your behaviour on a number of occasions.</li></ul> <p><b>You have responded to help whilst at Level 2</b></p> <p><b>You are returning to school after a short or long school suspension.</b></p>	<p>You will be placed at this level by an Assistant Principal (after consultation with the classroom teacher).</p> <p>Your details will be kept on an <i>Individual Behaviour Card</i>.</p> <p>The Assistant Principal will monitor the number of incidences occurring which are unsatisfactory. This is based on tracked incidences in the behavior spreadsheet.</p> <p>Class teacher and AP will talk to you about the problems you are causing.</p> <p>A School Behaviour Card may be implemented and communicated to your parents until behaviour improves.</p> <p>You may be excluded from school activities.</p> <p>The School Counsellor may work with you.</p> <p>A letter will be sent to your parents.</p> <p>You will return to Level 0 after maintaining good behaviour for 2 weeks.</p>

## LEVEL 2

<b>WHY YOU HAVE BEEN PLACED AT THIS LEVEL</b>	<b>WHAT HAPPENS TO YOU AT THIS LEVEL</b>
<p>Your behaviour is <b>UNSATISFACTORY</b>.</p> <p>After being placed at Level 1 and again being sent to the AP on a number of occasions you have not made any real effort to improve.</p> <p>You are <b>continually</b> causing problems in the class and/or playground.</p> <p>Your class teacher, AP and Principal have discussed with you the problems you are causing for yourself and others.</p> <p>Suggestions how you can improve your behaviour have been made and not acted upon.</p> <p><b>You have responded to help whilst at Level 3</b></p>	<p>You will be placed at this level by the Assistant Principal after consultation with the classroom teacher and Principal.</p> <p>A letter will be sent home. The Assistant Principal will then meet with your parents to discuss your unsatisfactory behaviour.</p> <p>You <u>will</u> be placed on a <i>School Behaviour Card</i> which requires you to report to the teacher on duty after each play period or classroom session. The report will be communicated to your parents.</p> <p>You will discuss your behaviour with the Principal or Assistant Principal every day.</p> <p>The Principal or Assistant Principal will exclude you from:</p> <ul style="list-style-type: none"><li>• Areas of the school playground</li><li>• School excursions</li><li>• School social activities</li><li>• School sporting events.</li></ul> <p>The School Counsellor may work with you.</p> <p>You may be working in a different classroom setting to help you make positive choices and help you improve your behaviour.</p> <p>You will return to Level 1 after two weeks maintenance of satisfactory behaviour.</p>

**LEVEL 3 (Formal Written Caution of Suspension)**

<p><b>WHY YOU HAVE BEEN PLACED AT THIS LEVEL</b></p>	<p><b>WHAT HAPPENS TO YOU AT THIS LEVEL</b></p>
<p>Your behaviour <b>CONTINUES TO BE UNSATISFACTORY.</b></p> <p>Reasons as per Level 2</p>	<p>Continuation of Level 2</p> <p>Principal or Assistant Principal will notify your parents in writing of the intent to Suspend you if your current poor behaviour patterns continue.</p> <p>You will return to Level 2 after two weeks maintenance of satisfactory behaviour.</p>

**LEVEL 4 (Suspension Level)**

<p><b>WHY YOU HAVE BEEN PLACED AT THIS LEVEL</b></p>	<p><b>WHAT HAPPENS TO YOU AT THIS LEVEL</b></p>
<p>Your Behaviour is <b>CONTINUING TO BE UNSATISFACTORY.</b></p> <p>You are continuously disruptive in class and/or showing complete disregard for playground and school expectations.</p> <p>You have ignored attempts to help you and you have not tried to help yourself.</p> <p>At times you are a danger to other students and/or yourself.</p>	<p>You will be placed on this level by the Principal in consultation with the Assistant Principal and classroom teacher.</p> <p>Your parents will be informed of the decision to suspend you.</p> <p>Your parents will be interviewed at a meeting with:</p> <ul style="list-style-type: none"><li>• The Principal.</li></ul> <p>Others at this meeting may include:</p> <ul style="list-style-type: none"><li>• the School Counsellor</li><li>• The Assistant Principal</li><li>• Class teacher.</li></ul> <p>At this meeting the conditions of your return to school will be discussed.</p> <p>Upon return to school you will return to Level 1.</p>

## SUSPENSION, EXCLUSION AND EXPULSION FROM KURMOND PUBLIC SCHOOL

Kurmond Public School, through the application of its Student Wellbeing Policy seeks to ensure that education is relevant, rewarding and safe. A student may be suspended, excluded or expelled from school for serious breaches of the school's Discipline Policy. Suspension can be used without the student progressing to level 4.

### Short and Long Suspensions

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:

1. **Continued Disobedience.** This includes, but is not limited to: breaches of the school discipline policy 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.
2. **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, social media or SMS text messages.

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 20 school days. Principals can impose a long suspension for:

- **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 1 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 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.
- **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.
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### 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 Director, Public Schools NSW.

**Kurmond Public School Discipline Policy reviewed: June / July 2017.**

**Ratified by P&C: 18<sup>th</sup> July, 2017**

**To be reviewed as necessary**

**Reviewed:**

**By all staff and SRC Term 2 2017.**

**Appendices Follow**

- Detention Letter
- Level Letters – to be copied with level details printed on the reverse



# KURMOND PUBLIC SCHOOL

494 Bells Line of Road

Phone: 45731648

Fax: 45732122

Email: kurmond-p.school@det.nsw.edu.au

Date:

Dear Parent/Caregiver,

Your child has completed 'Reflection Time' today.

Name:	Class:
Reason for reflection:	

It would be appreciated if you would discuss this matter with your child. Should such incidences recur, your child may be in danger of dropping to Level One.

Please don't hesitate to contact the school if you have further enquiries.

Yours Sincerely,

Rebecca Palmer, Rhiannon Roberts, Phoebe Foster  
Assistant Principals

Patricia Beggs  
Principal

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### Reflection Letter Acknowledgement

I have received the letter and have spoken to my child about this matter and support the actions of the school.

CHILD'S NAME \_

CLASS \_\_\_\_\_

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

*Parent/Caregiver*





# KURMOND PUBLIC SCHOOL

494 Bells Line of Road

Phone: 45731648

Fax: 45732122

Email: kurmond-p.school@det.nsw.edu.au

## Level One Letter

Date: / /

Dear Parents/Caregivers,

I wish to inform you that your child \_\_\_\_\_ of class \_\_\_\_\_ has been placed on LEVEL ONE.

Your child has infringed the rights of others by;

\_\_\_\_\_ having three tracked incidences of inappropriate behaviour at school in the last 2 weeks.

\_\_\_\_\_ insolence towards staff (direct disobedience) \_\_\_\_\_

\_\_\_\_\_ fighting/ bullying \_\_\_\_\_

\_\_\_\_\_ swearing \_\_\_\_\_

\_\_\_\_\_ stealing \_\_\_\_\_

\_\_\_\_\_ inappropriate or dangerous travel behaviour \_\_\_\_\_

\_\_\_\_\_ other \_\_\_\_\_

### Such behaviour is unacceptable.

The expectations and consequences of being placed at this level have been explained to your child and are printed on the reverse of this notification. Your child may also be placed on a playground card, which will monitor their progress throughout the day.

We request that you check this understanding with your child and help them to fulfil all school responsibilities. Please don't hesitate to contact the school and make an appointment to see one of the Assistant Principals or teachers if desired.

Thank you for your continued cooperation.

Rebecca Palmer, Rhiannon Roberts, Phoebe Foster  
Assistant Principals

Patricia Beggs  
Principal

### Level One Letter Acknowledgement

I have received the letter and have spoken to my child about this matter and support the actions of the school.

CHILD'S NAME \_

CLASS \_\_\_\_\_

SIGNED \_\_\_ Parent's Name \_  
*Parent/Guardian*

Date \_\_\_\_\_



# KURMOND PUBLIC SCHOOL

494 Bells Line of Road

Phone: 45731648

Fax: 45732122

Email: kurmond-p.school@det.nsw.edu.au

## Level Two Letter

Date: / /

Dear Parents/Caregivers,

I wish to inform you that your child \_\_\_\_\_ of \_\_\_\_\_ class \_\_\_\_\_ has continued to demonstrate inappropriate behaviour and attitude. Consequently, your child has now been placed on LEVEL TWO.

Suggestions how your child can improve their behaviour have been made and not acted upon.

Your child has infringed the rights of others by;

\_\_\_\_\_ having three tracked incidences of inappropriate behaviour at school in the last 2 weeks.

\_\_\_\_\_ insolence towards staff (direct disobedience) \_\_\_\_\_

\_\_\_\_\_ fighting/ bullying \_\_\_\_\_

\_\_\_\_\_ swearing \_\_\_\_\_

\_\_\_\_\_ stealing \_\_\_\_\_

\_\_\_\_\_ inappropriate or dangerous travel behaviour \_\_\_\_\_

\_\_\_\_\_ other \_\_\_\_\_

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### Such behaviour is unacceptable.

The expectations and consequences of being placed at this level have been explained to your child and are printed on the reverse of this notification. We request that you check this understanding with your child and help them to fulfil all school responsibilities. Your child will also be placed on a behaviour card, which will monitor their progress throughout the day.

**Please contact the school and make an appointment to see one of the Assistant Principals or Principal.**

Your child will move up to Level One when they demonstrate appropriate behaviour/attitude for a two week period.

Thank you for your continued cooperation.

Rebecca Palmer, Rhiannon Roberts, Phoebe Foster

Assistant Principals

Patricia Beggs

Principal

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### Level Two Letter Acknowledgement

I have received the letter and have spoken to my child about this matter and support the actions of the school.

CHILD'S NAME \_\_\_\_\_

CLASS \_\_\_\_\_

SIGNED \_\_\_\_\_ Parent's Name \_\_\_\_\_

Date \_\_\_\_\_

*Parent/Guardian*



# KURMOND PUBLIC SCHOOL

494 Bells Line of Road

Phone: 45731648

Fax: 45732122

Email: kurmond-p.school@det.nsw.edu.au

## Level Three Letter

Date: / /

### Formal Written Caution Of Suspension

Student's Name \_

Class \_\_\_\_\_

Dear \_\_\_\_\_,

This letter is to inform you that your child's behaviour has continued to be unacceptable, despite discussions and positive behaviour strategies with your child. Consequently, your child has now been placed on LEVEL THREE. Suggestions how your child can improve their behaviour have been made and not acted upon.

Your child has continued to infringe the rights of others by;

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#### **Such behaviour is unacceptable.**

It is expected that your child will comply with all requests made of them in the classroom and playground and they are courteous and polite to all students and teachers. If your child continues to behave inappropriately, a suspension may be imposed.

The expectations and consequences of being placed at this level have been explained to your child and are printed on the reverse of this notification. We request that you check this understanding with your child and help them to fulfil all school responsibilities.

Your child will move up to Level Two when they demonstrate appropriate behaviour/attitude for a two week period.

#### **Please contact the school and arrange an interview with one of the Assistant Principals and/or Principal.**

Thank you for your continued cooperation.

Rebecca Palmer, Rhiannon Roberts, Phoebe Foster

Assistant Principals

Patricia Beggs

Principal

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#### Level Three Letter Acknowledgement

I have received the letter and have spoken to my child about this matter and support the actions of the school.

CHILD'S NAME \_

CLASS \_\_\_\_\_

SIGNED \_\_\_\_\_ Parent's Name \_

Date \_\_\_\_\_

*Parent/Guardian*