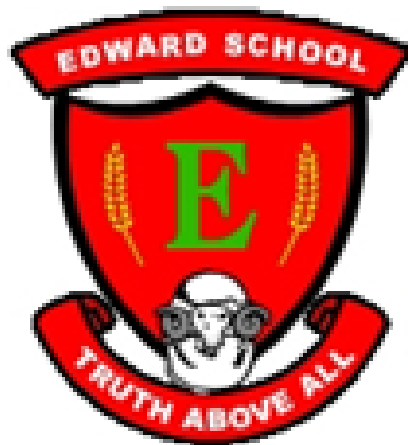


EDWARD PUBLIC SCHOOL

A PBL school

Positive Behaviour for Learning

Student Welfare & Discipline Policy



2020

Statement of Purpose

The purpose of this document is to clarify the discipline procedures and practices at Edward Public School.

The school aims to

- Create a culture of positive behaviour using consistency and equity for all students
- Have a system based on clearly specified behaviours each with its own implications and consequences.
- To create in children an understanding of appropriate public behaviour
- Achieve effective learning and good discipline so that the school environment is both productive and harmonious.
- Have shared responsibility and mutual respect

The principles underpinning the policy

1. Reward student effort and achievement in all fields of endeavour.
2. Provide positive strategies to help students gain the most from their school experience.
3. Encourage respectful and helpful relationships between students and staff- (respect the rights of others).
4. Act responsibly – each person is responsible for his/her decisions (be self-disciplined).
5. Ensure regular and reliable information sharing between parents/carers and the school.
6. Students have a safe and happy learning environment.

Responsibilities of Students, Staff and Parents

The success of Edward Public School is dependent on the positive cooperation and contribution by the students, parents / caregivers and staff.

Students

Students are encouraged to take an active role in Edward Public School, and to take part in the many activities the school provides. You can gain many benefits such as:

- Wider circle of friends and experiences.
- Self-confidence.
- Recognition of efforts.
- Trust and respect from staff and peers.
- Public acknowledgment.

Parents / Caregivers

When parents enrol their children at Edward Public School, they enter a partnership with the school staff. The partnership is based on shared responsibility and mutual respect. It must strive to create in students an understanding of what is socially acceptable behaviour, leading to students developing responsibility for their own behaviour.

Parents are encouraged to assist Edward Public School in a number of ways:

- Ensuring their children attend school each day.
- Helping their children understand what is socially acceptable behaviour.
- Taking responsibility for their children as they travel to and from school.
- Supporting the educational programs and policies of the school.

Staff

- Responsible for the educational care of students.
- Provide the best possible programs to meet the needs, capabilities and aspirations of each student.
- Responsible for communicating with parents about student's educational progress and behaviour.
- Responsible for the consistent implementation of Edward Public School policies.

References

Core Rules Student Discipline in NSW Government Schools
Student Discipline in Government Schools Policy/Support Materials
Student Welfare Policy
Suspension and Expulsion of Students – Procedures

School Rules

All students in NSW Government schools are expected to:

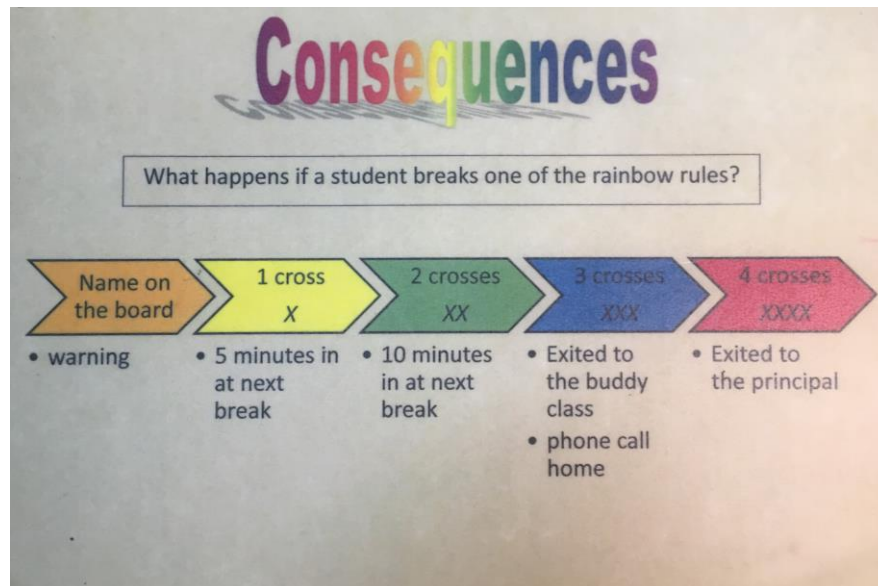
- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or antisocial behaviour of any kind, will not be tolerated.

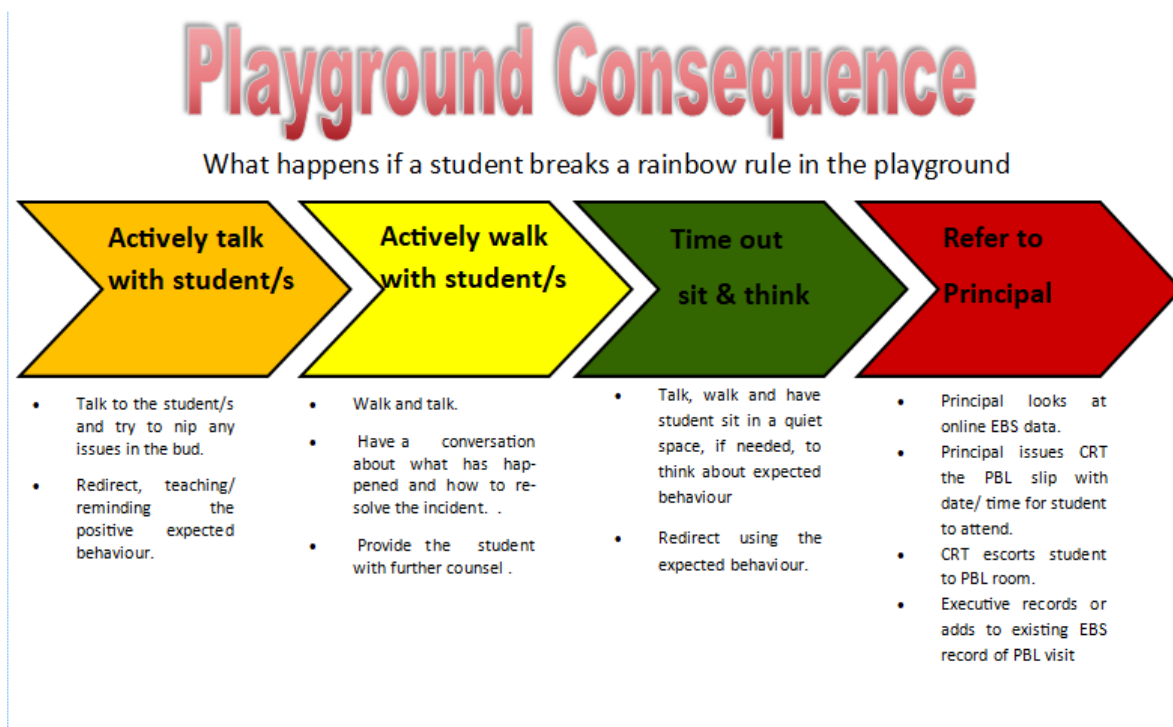
Edward School Rainbow Rules



Class Consequences for breaking a Rainbow Rule



Playground Consequences for breaking a Rainbow Rule



Positive Behaviour for Learning

Edward Public School is a PBL school.

We are RESPECTFUL, RESPONSIBLE and SAFE learners.

RESPECT

- Follow the rules
- Use manners and speak nicely
- Follow directions
- Listen carefully

RESPONSIBILITY

- Follow the rules
- Put rubbish in the bin
- Be ready
- Participate
- Look after equipment

SAFETY

- Follow the rules
- Keep hands, feet and objects to yourself
- Care for yourself and others
- Take turns / share.

Positive Student Behaviour and Achievement

Edward Public School encourages and rewards outstanding effort and achievements throughout the school year.

Merit Awards

Students at Edward Public School will be given Merit Awards in recognition of:

- Academic achievement
- Attitude to school
- Playground behaviour
- Improvement
- Citizenship
- Assembly awards
- Sport
- Class effort/behaviour
- Library effort/borrowing
- Completing homework
- Home reading

- ✓ When a student has collected 10 merit awards he/she presents them at the office.
- ✓ They will then achieve the next level on their "Edward Award" certificate.
- ✓ They progress through Bronze, Silver and Gold levels.
- ✓ They must earn 40 merit cards per level.
- ✓ The Edward Award covers K – Yr 2 and then Yr 3 – Yr6.
- ✚ When a student completes their Gold level they are presented with a Gold Achiever Badge.
- ✚ Students can still continue to collect their merit awards and will achieve a Gold Achiever #2 Certificate

Assembly Awards - Two assembly awards per class are handed out each week at whole school assemblies in the Bradley Hall.

Home Reading - A merit award is given for every 25 nights of reading. A book is presented after 200 nights of reading.

Edward Excellence Award - The Edward Excellence Awards are presented each semester. Students are eligible to receive an award each semester.

PBL Awards - Students collect tokens in the playground and the class teacher exchanges them for a sticker that is placed on a chart. When 10 stickers have been collected the student receives a PBL Award and a merit award at the weekly assembly. The collected tokens are placed in a special box in the office. Whole school rewards are achieved when a particular level is reached.

Class Awards - Teachers give their own awards for class activities eg. merit cards, stamps, stickers, raffle tickets, table points etc.

E.W.E. Writing Awards - Each term, students are taught about and write about a particular text type. The "Best" and "Most Improved" writers from each class receive an E.W.E Award at a whole school assembly at the end of each term.

Terrific Kids Program - Each term teachers will nominate students to receive a Terrific Kids award. One student is selected. These awards are sponsored by Kiwanis.

Presentation Evening - A Presentation evening is held in Term 4. At this ceremony students are presented with awards for effort and achievements during the year.

Playground

Minor Behaviours:

Teacher uses EPS rainbow rules and playground consequence flowchart

Duty teacher documents evidence of behaviour on EBS indicating outcome (what was done) and if the parent have been notified.

Minor Behaviours

Behaviour	Definition
• Not wearing a hat	• No hat on head
• Swearing and inappropriate language	• Incidental slip without malicious intent
• Out of bounds (in school grounds)	• Behind the hall. stage 2/3 building, front of school,
• Teasing and name calling, note writing	• Isolated incident with no malicious intent
• Littering	• Not placing rubbish in the bin
• Non-compliance	• Not following teachers instructions (isolated incident)
• Disrespect	• Ignoring, speaking rudely, inappropriate gestures and not using manners to another person (isolated)
• Physical contact/tackling	• Non-malicious intent, unwanted touching deliberate intimidation by being too close (isolated)
• Late to lines/assembly	• Intentionally being late
• Interrupting play	• Intentional and isolated; walking through games, taking equipment, standing in the way etc.
• Running on the concrete	• Repeatedly running when asked to stop
• Climbing on the fences/trees/buildings	• Climbing on anything except the playground equipment
• Playing in and around the toilets	• Not leaving the toilet in a timely manner
• Misuse of technology	• Breaking their internet agreement or bringing material from home without teacher approval (isolated)
• Standing on seats	• Standing on any outside seats (continual)
• Sitting on tables	• Sitting on outside tables (continual)
• Riding scooters/bikes in the school grounds	• Bikes and scooters are not to be ridden inside the school gates unless it is an approved sporting activity (isolated)

Playground

Major Behaviours

Behaviour	Definition
<ul style="list-style-type: none"> Spitting 	<ul style="list-style-type: none"> Eject saliva from the mouth at a person as a sign of hatred or contempt.
<ul style="list-style-type: none"> Out of bounds (in and out of school grounds) 	<ul style="list-style-type: none"> Car park, out of school grounds, GA's shed, unsupervised classroom
<ul style="list-style-type: none"> Swearing and inappropriate language 	<ul style="list-style-type: none"> At another person with malicious intent
<ul style="list-style-type: none"> Bullying, verbal, physical, written 	<ul style="list-style-type: none"> Repeated actions against a particular targeted person with deliberate intent to cause physical or emotional harm.
<ul style="list-style-type: none"> Teasing and name calling/verbal attack 	<ul style="list-style-type: none"> Intentionally throwing objects to damage others' property or hurting somebody.
<ul style="list-style-type: none"> Non Compliance 	<ul style="list-style-type: none"> Repeated refusal to follow rules or teacher instructions (in 1 day or over several days.)
<ul style="list-style-type: none"> Disrespect 	<ul style="list-style-type: none"> Repeated incidence of ignoring, speaking rudely, inappropriate gestures and not using manners to another person.
<ul style="list-style-type: none"> Physical contact (deliberate) 	<ul style="list-style-type: none"> Deliberate physical contact with the intention of harming another person.
<ul style="list-style-type: none"> Urinating in public 	<ul style="list-style-type: none"> Urinating or defecating in places other than a toilet or urinal.
<ul style="list-style-type: none"> Disrespecting personal privacy/dacking/going through bags/teachers draws 	<ul style="list-style-type: none"> Dacking, going through bags, teachers' drawers, looking over or under toilet doors.
<ul style="list-style-type: none"> Late to lines/assemble 	<ul style="list-style-type: none"> Repeated intentional incidence of not getting to dots or lines.
<ul style="list-style-type: none"> Throwing objects 	<ul style="list-style-type: none"> Intentionally throwing objects to damage others' property or hurting somebody.
<ul style="list-style-type: none"> Property damage/misuse 	<ul style="list-style-type: none"> Intentional damage to school or personal property and or buildings. Vandalism/graffiti
<ul style="list-style-type: none"> Misuse of technology/social media 	<ul style="list-style-type: none"> Repeatedly breaking their internet agreement or bringing material from home without teacher approval.
<ul style="list-style-type: none"> Riding scooters/bikes in the school grounds 	<ul style="list-style-type: none"> Repeated riding scooters and bikes in the school grounds without teacher permission.
<ul style="list-style-type: none"> Use and possession of weapons 	<ul style="list-style-type: none"> Possessing weapons. Misusing or altering devices that can be used as weapons to cause harm.
<ul style="list-style-type: none"> Stealing 	<ul style="list-style-type: none"> Deliberately taking a person's property without permission with the intention of keeping it.
<ul style="list-style-type: none"> Lying 	<ul style="list-style-type: none"> Continually not telling the truth
<ul style="list-style-type: none"> Possession of illegal substances or medication 	<ul style="list-style-type: none"> Bringing cigarettes, alcohol, other drugs or medications (excluding medication taken directly to the office) to school.
<ul style="list-style-type: none"> Invading personal space 	<ul style="list-style-type: none"> Deliberate encroachment with the intent to intimidate, threaten or cause harm.

Playground Behaviours

Minor vs Major Behaviours

Minor Behaviour	Major Behaviour
• Not wearing a hat	• Spitting
• Swearing and inappropriate language	• Repeated out of bounds (in and out of school grounds)
• Out of bounds (in school grounds)	• Repeated swearing and inappropriate language
• Teasing and name calling, note writing	• Bullying, verbal, physical, written
• Littering	• Repeated teasing and name calling/verbal attack
• Non-compliance	• Repeated non compliance
• Disrespect	• Repeated disrespect
• Physical contact/tackling	• Physical contact (deliberate)
• Late to lines / assembly	• Urinating in public
• Interrupting play	• Disrespecting personal privacy/dacking/going through bags/teachers draws
• Running on the concrete	• Late to lines/assemble
• Climbing on the fences/trees/buildings	• Throwing objects
• Playing in and around the toilets	• Property damage/misuse
• Misuse of technology	• Repeated misuse of technology/social media
• Standing on seats	• Repeated incidents - riding scooters/bikes in the school grounds
• Sitting on tables	• Use and possession of weapons
• Riding scooters/bikes in the school grounds	• Stealing
	• Lying
	• Possession of illegal substances or medications.
	• Repeatedly invading personal space

Discipline Flowchart

Playground

Identify students who have in place an Individual Management Plan and follow accordingly. In all other cases the student's age, individual needs and circumstances of the particular incidences are to be taken into account when determining actions / consequences.

Minor Behaviours:

1. Talk,

Talk to the student, redirect, teaching/reminding the positive expected behaviour.



2. Walk,

Walk and talk, provide student with further counsel.



3. Sit and think.

Talk, walk and have student sit in a quiet space to think about expected behaviour. Redirect using the expected behaviour.

Teacher to record behaviour under student name on EBS tracker and on staffroom recording wall



4. Repeated Minor Behaviour

Duty teacher refers student name to Principal

- Principal looks at online EBS data
- Principal issues CRT the PBL slip with date/ time for student to attend
- CRT escorts student to PBL room
- Executive records or adds to existing EBS record of PBL visit

Major Behaviours:

Refer student to Principal/ or executive in Relieving Principal role.

- Contact executive by phone with brief details.
- Duty teacher to record on EBS
- Escort student to Principal



Repeated major behaviour - send to Principal.

- Parent notified within 24 hours.
- DEC policy to be followed.
- Parent interview as soon as possible.
- Until parent interview, alternative internal arrangements for the student.
- Principal to record on EBS.
- Outcome communicated to staff.
- Considerations given to sanctions on school privileges

Within school liaison options:

- Classroom teacher.
- Learning & Support Team.
- Executive staff.
- Student Learning and Support Officer.
- Aboriginal Education Assistant
- School counsellor (Wed)
- Chaplin

Non-school liaison options:

- Home School Liaison Officer
- District Guidance Officer
- Learning Engagement Officer
- Community agencies

Classroom

Identify students who have in place an Individual Management Plan and follow accordingly. In all other cases the student's age, individual needs and circumstances of the particular incidences are to be taken into account when determining actions / consequences.

Minor Behaviours:

Teacher uses EPS rainbow rules and consequence chart system to manage minor behaviours in class.

Teacher documents evidence of behaviour on EBS indicating outcome (what was done) and if the parent has been notified.

If the behaviour continues, the classroom teacher to discuss the situation with Principal

Further continued issues, teacher to arrange a meeting with all stakeholders (parent, teacher, Principal)

Teacher to implement an individual behaviour management plan (BMP)

Teacher monitors the plan.

Still further issues classroom teacher is to refer the student to the School Learning Support Team.

Major Behaviours:

Major behaviours will receive the immediate attention of the Principal who will consult student file when following DEC Policy, Procedures and Guidelines.

Classroom Behaviours

Minor vs Major Behaviours

Minor Behaviour	Major Behaviour
<ul style="list-style-type: none">• not actively listening	<ul style="list-style-type: none">• repeated refusal to engage in learning
<ul style="list-style-type: none">• back answering	<ul style="list-style-type: none">• disrespect to adult
<ul style="list-style-type: none">• not following directions	<ul style="list-style-type: none">• refusal to follow directions
<ul style="list-style-type: none">• refusal to engage in learning	<ul style="list-style-type: none">• repeated non compliance
<ul style="list-style-type: none">• calling out inappropriately	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• disturbing of others	<ul style="list-style-type: none">• deliberate disturbing of others (provoking)
<ul style="list-style-type: none">• misuse of equipment	<ul style="list-style-type: none">• disrespecting equipment
<ul style="list-style-type: none">• distracting behaviour, ie tapping desk	<ul style="list-style-type: none">• continued distracting behaviour
<ul style="list-style-type: none">• unsafe behaviour	<ul style="list-style-type: none">• danger to self or others
<ul style="list-style-type: none">• misuse of technology	<ul style="list-style-type: none">• accessing inappropriate websites
<ul style="list-style-type: none">• inappropriate language	<ul style="list-style-type: none">• swearing
<ul style="list-style-type: none">• leaving the classroom without permission	<ul style="list-style-type: none">• refusal to re-enter the classroom or exit to buddy class
<ul style="list-style-type: none">• speaking rudely and not using manners	<ul style="list-style-type: none">• intentional

Discipline Flowchart

Classroom

What happens if a student breaks one of the Edward Rainbow Rules?

Name on board

- Warning

1 cross X

- 5 minutes in at next break

2 crosses XX

- 10 minutes in at next break

3 crosses XXX

- Exited to buddy class
- 10 minutes in at next break
- CRT to phone home and record on EBS

4 crosses XXXX

- Exited to principal
- Principal will input action to CRT EBS data

Discipline Flowchart

Managing Inappropriate Student Behaviour

Minor Behaviour

Teacher discretion.

- Talk and thinking time.
- Time-out if needed.
- Staff to record on EBS.

Repeated Minor Behaviour

Student is removed to quiet space for opportunity to reset mindset.

- Buddy class
- Staff to record on EBS and phone call home

Major Behaviour

Student is directed from area and sent to Principal.

- Phone details through to Principal.
- Principal to record on EBS.
- Parents notified within 24 hours.
- Outcome communicated to staff.
- Consideration given to sanctions on school privileges DEC policy** to be followed.

Repeated Major Behaviour

Student is removed from area, sent to and remains with Principal.

- Parent notified within 24 hours.
- DEC policy ** to be followed.
- Parent interview as soon as possible, with discussion around strategies for return to class / playground.
- Until parent interview, alternative internal arrangements for the student.
- Consideration given to sanctions on school privileges.

Continued Major Behaviour

Student is removed from area, sent to and remains with Principal.

- Short or long suspension as per DEC policy**
- Further suspensions - possible expulsion.
- Consideration given to sanctions.
- Principal to record on EBS.

**** DEC Policy – Student Discipline in Government Schools**

Policy + Suspension & Expulsion of Students – Procedures

Responsibilities of Students, Staff and Parents

The success of Edward Public School is dependent on the positive cooperation and contribution by the students, parents / caregivers and staff.

Students

Students are encouraged to take an active role in Edward Public School, and to take part in the many activities the school provides. You can gain many benefits such as:

- Wider circle of friends and experiences.
- Self-confidence.
- Recognition of efforts.
- Trust and respect from staff and peers.
- Public acknowledgment.

Parents / Caregivers

When parents enrol their children at Edward Public School, they enter a partnership with the school staff. The partnership is based on shared responsibility and mutual respect. It must strive to create in students an understanding of what is socially acceptable behaviour, leading to students developing responsibility for their own behaviour.

Parents are encouraged to assist Edward Public School in a number of ways:

- Ensuring their children attend school each day.
- Helping their children understand what is socially acceptable behaviour.
- Taking responsibility for their children as they travel to and from school.
- Supporting the educational programs and policies of the school.

Staff

- Responsible for the educational care of students.
- Provide the best possible programs to meet the needs, capabilities and aspirations of each student.
- Responsible for communicating with parents about student's educational progress and behaviour.
- Responsible for the consistent implementation of Edward Public School policies.

References

Core Rules Student Discipline in NSW Government Schools
Student Discipline in Government Schools Policy
Student Discipline in Government Schools Support Materials
Student Welfare Policy
Suspension and Expulsion of Students - Procedures

Discipline

Implementation

- A stimulating learning environment is established in each classroom, where appropriate and relevant curriculum is being delivered.
- School PBL Values will be visibly displayed throughout the school environment and will be explicitly taught each year and revised when necessary.
- Each class teacher will have a classroom management plan that is shared with parents at their Meet the Teacher meeting in Term 1 each year.
- To ensure a fair and consistent approach when dealing with behaviour management issues, the Positive Behaviour for Learning framework will be used.
- When the rights of others are effected and expected behaviours are not adhered to, appropriate teaching actions/ consequences will apply.
- These consequences will be determined by the definitions of the inappropriate behaviour. While the consequences are organised in a continuum, there may be occasions when a student will require a more, or less, serious consequence depending upon the nature of the inappropriate behaviour and procedural fairness.
- Regular monitoring by the School Learning Support Team, Stage Supervisor and/or PBL data collection will provide feedback to the relevant teams about any behaviours or students being monitored.
- Students will be referred to the School Learning and Support Team and further action plans and strategies will be formulated and implemented.
- All playground behaviour issues will be recorded as per the school's PBL policies.
- Parents will be notified by the class teacher or assistant principal, when a student's behaviour is causing concern. Parents will be involved in the planning process.
- If a student exhibits major behaviours, which effects the safety/learning of others, the student will be referred to the Principal or executive who will act in accordance with DEC procedures and guidelines. Parents will be informed, when required, and participate in the process.
- Risk Management plans and support plans, will be developed for students in accordance with OH&S guidelines and the plans will be communicated to appropriate staff, when required.

Discipline

Major Behaviours

Major behaviours will receive the immediate attention of the Executive and Principal who will follow DEC Policies, Procedures and Guidelines.

Decisions to be made by the Principal for major behaviours include suspension and expulsion.

Short Suspension: A student may not attend school for up to and including four days.

Long Suspension: A student may not attend school for up to and including twenty school days.

Expulsion: A student may not attend any Government School. Expulsion can only be approved by the Minister on the recommendation of the Director General of School Education.

At Edward Public School all care will be taken to ensure a range of student wellbeing and discipline strategies will have been implemented in most cases before a suspension is imposed.

In determining suspension, the Principal will exercise a student's right to procedural fairness, including those related to all DEC Policies, Procedures and Guidelines such as Antidiscrimination, Students with Disabilities in Public Schools, Attendance, and all other factors related to the child, and the incident. Code of Conduct and Dignity and Respect Charter, and associated Child Protection Documents are to be considered.

Suspension highlights for the student and the parents the unacceptability of a major behaviour and the parent's supporting role in addressing that behaviour. The school, parents and students will work in partnership with DEC support staff to plan, so that the student can have a positive and successful return to school. The School Learning and Support Team, including the school counsellor (when possible), will be involved in the process and will assist in planning and monitoring adjusted student support programs.

Suspension may be used immediately for the following:

Short suspensions of up to four days 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 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. Long suspensions may be imposed for the following reasons and will be reported in the following categories:

Persistent Misbehaviour:

This includes 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.

Physical Violence:

Which results in pain or injury or which seriously interferes with the safety and wellbeing 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. **Use of an implement as a weapon or threatening to use a weapon:**

This includes any item which is used as a weapon, in a way which seriously interferes with the safety and wellbeing of another person. This includes an offensive implement that is anything made, or adapted for use to cause injury to a person.

Possession or use of a suspected illegal substance:

This does not include alcohol or tobacco, but includes supplying other students with illegal drugs or restricted substances such as prescription drugs.

Serious criminal behaviour related to the school:

This includes 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