Overview

This policy is a sub-set of our Student Welfare Policy that promotes positive behaviour and is based on the premise that most students practise appropriate behaviour most of the time.

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.

When parents enrol their children at this 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 this Policy, no student will 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. Therefore enrolment may be deferred for students with behavioural support needs or refused for students with a history of violence.

All schools must have in place strategies for identifying, reporting and dealing with bullying behaviours, developed consistent with the Anti-bullying Plan for Schools - Procedures.

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.

We believe that where the school and home work together the management of student behaviour is more positive and successful.

It is the intention of the school that classroom teachers are best placed as the managers of student behaviour. Other teachers assist in this process and the assistant principals and then the school principal and external support services can also be progressively involved.

The school operates a range of practices to promote positive student behaviour as well as a range of practices designed to manage inappropriate behaviour.

The school principal retains responsibility for determining issues such as exclusion from excursions, extra-curricular activities and suspensions.
Sandy Beach Primary School is a successful school that achieves excellence in academic, sporting and cultural domains.

It is a school community built on the values of Australian schooling

CARE AND COMPASSION
DOING YOUR BEST
A FAIR GO FOR EVERYONE
FREEDOM, HONESTY AND TRUSTWORTHINESS
INTEGRITY
RESPECT
RESPONSIBILITY
UNDERSTANDING, TOLERANCE AND INCLUSION

Our school that is big enough to offer oceans of opportunity and small enough to feel like a family

Our School Rules are consistent with the Core Rules for all students in NSW Public Schools

This school expects all students to follow the CORE RULES for all students in NSW government schools:

- Attend school everyday, unless legally excused, be in class on time and prepared to learn
- Maintain a neat appearance, including adherence to the school's uniform and standards of dress
- 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.
Sandy Beach Code of Behaviour

Responsibilities of Students

Consistent with the Core Rules for All Students in NSW Public Schools our school expects all students to:

- treat all people (teachers, fellow students, other staff and school visitors) with courtesy, respect and kindness;
- not engage in any form of harassment, victimisation or intimidation
- show consideration towards people who have a disability or who come from different backgrounds
- be honest, well-mannered, cooperative and pleasant;
- show pride in their work, their school and the environment
- try their best at all times and willingly participate in all school organised activities
- prevent trouble and act to solve problems – ‘urging’ is not on
- accept responsibility for any misbehaviour, recklessness or neglect
- be willing to apologise
- wear the school uniform each day, avoid wearing jewellery or other accessories, unless they are religiously significant, studs or sleeper earrings; present with a haircut that is moderate and doesn’t attract negative opinion, e.g. Mohawks;
- be in the right place at the right time
- walk quietly in the buildings area
- follow the classroom rules as set by the class teacher
- follow the lawful instructions of school staff (teachers, teacher assistants, office and grounds staff)
- not bring electronic communication devices to school without permission (e.g. iPods, digital cameras, mobile phones)
- deposit any permitted mobile phone devices at the front office on arrival at school
- not bring roller blades, scooters or skateboards to school

Responsibilities of teachers

Teachers will:

- Model respect at all times in their dealings with others
- Provide a challenging and child-centred curriculum
- Teach the children the school rules and the code of behaviour and the consequences of any misbehaviour
- Regularly reinforce school rule in the classroom, the playground and at assemblies
- Reward positive behaviours – ‘catch ’em being good’
- Follow the agreed procedures of this policy

Responsibilities of Parents

Parents and carers will:

- Accept shared responsibility for student discipline
- Support the school in the implementation of this policy especially around uniform, jewellery and hairstyles, mobile phones, etc
- Attend interviews, assemblies and other opportunities to support this policy
- Provide restitution to the school where their child has wilfully or recklessly caused damage to school property or the property of others

Responsibilities of School Leaders

The school’s leaders will:

- Provide for professional training and development for staff in the areas of welfare and discipline, behaviour management
- Liaise with parents about the behaviour of their child
- Regularly communicate the school’s welfare and discipline expectations to parents, staff and children
- Monitor and review welfare and discipline practices in the school
Strategies and practices to promote positive student behaviour

Our diverse curriculum, the quality of our teaching, our Merit System, our weekly Welfare team and Learning Support team meetings, our peer support and buddying programs, our communication with parents and our attention to positive playground practices, all contribute to positive student behaviour.

Strategies and practices to recognise and reinforce student achievement

Our weekly and special assemblies, our student leadership program, our Junior Red Cross program, our regular ‘hat draws’, our positive playground awards system, library borrowing awards, our student of the week award system, our Distinction award system and our merit award system based on the earning of Top Kid citations, all recognise and reinforce student achievement.

Of course we also recognise and reinforce student achievement collectively and individually in the classroom and in the playground and in and between classes, e.g. library, computers.

Strategies and practices to manage inappropriate student behaviour

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

Our school has adopted a range of practices to manage inappropriate student behaviour. These practices range from the incidental and informal intervention of staff when they see a child or children doing the wrong thing through to more formalised disciplinary action.

Applicability of the School’s Discipline Policy Outside of School Grounds or Normal hours

A student may be subject to school discipline for misbehaviour at school, at school sporting events, excursions, on the way to and from school, or for actions out of school that directly affect students or staff in the school. Examples include:

- Violence or threats of violence
- Misbehaviour at sport, sporting carnivals or representative fixtures
- Bullying of harassment at bus stops, on the bus or when walking to and from school
- Any form of cyber bullying, texting or messaging or harassment
- Harassment of a staff member outside of school

Cumulative Consequences of Misbehaviour

A student’s history of misbehaviour may result in them becoming ineligible to attend major excursions or to be eligible to apply for consideration of a Certificate of Distinction.

(a) If in the opinion of the Student Welfare Team, a student is considered to be a risk to the safety of themselves or others on an excursion, they may be withdrawn from the excursion. This will normally follow formal warnings – one verbal and one in writing. Parents are able to appeal this decision to the school principal.

(b) If in the opinion of the Student Welfare Team, a student’s behaviour has not met standard expected of someone worthy of a Distinction Certificate, they will be deemed to be ineligible to apply for the Award. This will normally follow warning. The student will then be advised in writing that they are not eligible to make an application to be considered for a Distinction Award. Parents are able to appeal this decision to the school principal.
**DISTINCTION**

Students who have demonstrated success across academic, social, sporting and cultural areas and who have a history of good behaviour may be awarded a Certificate of Distinction at the end of Year 6. Not all students who apply for this award will be successful.

**MERIT AWARDS**

This is the proactive “catch ‘em being good” part of our welfare system.

- **DIAMOND**
- **OPAL**
- **TOPAZ**
- **JADE**
- **SAPPHIRE**
- **RUBY**
- **EMERALD**

The children progress through the merit system with most (but not all) attaining Emerald in Kinder, Ruby in Year 1, Sapphire in Year 2, etc. Not all children proceed according to schedule – i.e. there is time for some to catch up and there is opportunity for some to accelerate.

**TOP KIDS**

Lots of Top Kids are awarded each week for good behaviour – they count towards Merit Awards and Student of the Week.

**STUDENTS OF THE WEEK**

One student from each class gets to be Student of the Week if they have been good – they get special privileges!

**TOP KIDS**

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**PLAYGROUND AWARDS**

Reinforces good behaviour in the playground
- e.g. sharing, taking turns, being helpful, playing safely

We give out 50-70 green cards each week for the weekly draw

About 8-10 yellow cards are issued each week

99% of students are on Level 0 in any week – the green and yellow cards reinforce our standards on a daily basis.

**LEVEL 0 INCLUDES DAY-TO-DAY MANAGEMENT STRATEGIES**

- e.g. no hat? = go to COLA to play; littering = pick up rubbish; running around buildings = reminder and maybe a sit down for a few minutes, etc.

Plenty of children are “spoken to” each day to remind them of our expectations, the rules and the values of the school.

**DISCIPLINARY SYSTEM**

This is the “corrective” end of our welfare system where parents are contacted for assistance.

**LEVEL 1**

For poor behaviour in or out of class, travelling to and from school, for repeated Yellow Cards, persistent disobedience, dangerous behaviour, telling lies.

*A handful of children in any week may be on Level 1 and parents are advised by phone or letter*

**LEVEL 2**

More serious breaches of the school's core rules and persistent misdemeanours, dangerous behaviour, willful or reckless damage to property.

*A handful of children may be placed on this level per term, Face-to-face parent interviews occur at this level*

**LEVEL 3**

Very serious breaches of the school’s safety rules and standards of behaviour, persistent disobedience and disruption of the learning of others.

*Very few children are put on this level as it means suspension from school for a period of time. Parent interviews are mandatory at this level.*

**LEVEL 4**

Expulsion from the school. *No child has been placed on this level in recent years.*
Implementation of Level System

Level 0

On this level students demonstrate positive behaviours and earn Top Kid Awards to progress on our Merit Award system. A child on Level 0 may need correction on the spot for breaches of the school rules, or they may be referred to their class teacher for follow up.

A child who remains on Level 0 can be justifiably proud of themselves and be able to participate in all school activities.

To reinforce Level 0, staff issue 'catch the children being good and reinforce this in and out of class. Good behaviour out of class may be further reinforced by the issue of Playground Awards.'

In some cases children may be issued with a Yellow Card while remaining on Level 0. This is a warning and a reminder to meet the school's standards of behaviour. In these circumstances the Yellow Card provides a record for the class teacher who may counsel the child, invoke sanctions or inform parents. The Student Welfare team regularly collects Yellow Cards to analyse patterns and to make recommendations aimed at improving welfare and discipline in the school.

Level 1

Students may be placed on Level 1 for poor behaviour in or out of class, travelling to and from school, for repeated Yellow Cards, persistent disobedience, dangerous behaviour, telling lies.

Students may be placed on Level 1 by any teacher following consultation with an assistant principal and the child's class teacher. It then becomes the class teacher's responsibility for managing the student while on a level. This is because it is assumed that the class teacher knows the child the best and is better available to reinforce good behaviour.

When a child is placed on level 1, parents are advised by phone or letter – usually by the class teacher. Other sanctions may be determined by the class teacher in consultation with their supervisor or the Student Welfare Committee.

Actions to support a child on Level 1 may include:

- Discussion of the problem behaviour with a teacher (this may include conflict resolution meetings with peers, if appropriate)
- Reflection of misbehaviour that results in a statement from the child outlining what they did that was wrong, what they could have done instead and what they intend doing in the future, along with any apology that may be due;
- 3 days of restricted play (Yellow Card) including a Detention with a teacher rostered to the 'Make it Right' Room, second half of lunch
- Notification to parents for their information and reinforcement of school discipline
- Canteen usage is restricted to orders only, i.e. no non-essential purchases
- Probable withdrawal from extra-curricular activities in and out of school, at the principal's discretion
- Other actions as negotiated with the Welfare team and parents, as appropriate

Level 2

Children are placed on Level 2 for more serious breaches of the school's core rules and persistent misbehaviour, dangerous behaviour, wilful or reckless damage to property. Parents are contacted and invited to participate in an interview to discuss ways of dealing with the child's misbehaviour.

A child is only placed on Level 2 by the assistant principal or principal following consultation with the classroom teacher and/or referring teacher.

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Level 2 cont.

Other sanctions may be determined by the class teacher in consultation with their supervisor or the Student Welfare Committee. It is the class teacher’s responsibility for managing the child while on a level. This is because it is assumed that the class teacher knows the child the best and is better available to reinforce good behaviour.

Actions to support a child on **Level 2** include:

- Discussion of the problem behaviour with the assistant principal or principal (this may include conflict resolution meetings with peers)
- Reflection on misbehaviour that results in a statement from the child outlining what they did that was wrong, what they could have done instead and what they intend doing in the future, along with any apology that may be due;
- 5 days of restricted play (Yellow Card) including 3 Detention sessions with a teacher rostered to a ‘Make it Right’ Room, second half of lunch; and then 3 days on Level 1 play restrictions (without further Detention sessions)
- Notification to parents and request to interview at school to discuss options that may assist the student to meet the expected standards of behaviour
- Canteen usage is restricted to orders only, i.e. no non-essential purchases
- Withdrawal of participation in extra-curricular activities in and out of school – this includes representative sport, attendance on excursions, school dances, etc.
- Other actions as negotiated with the Welfare team and parents, as appropriate – this may include restitution (making good or paying for any repairs to property), school service (litter patrol, weeding, tidying of playground), withdrawal from regular classes (in-school suspension), referral to support services, the school counsellor, etc.

**Level 3**

Children are placed on Level 3 for serious breaches of the school’s core rules and persistent misbehaviour, dangerous behaviour, wilful or reckless damage to property. Level 3 requires suspension from the school for up to 20 school days, consistent with Departmental policy.

A child may only placed on Level 3 by the principal, consistent with the Department’s policy on suspension.

Actions to support a child on **Level 3** include:

- Discussion of the problem behaviour with the assistant principal or principal (this may include conflict resolution meetings with peers if appropriate)
- Reflection on misbehaviour that results in a statement from the child outlining what they did that was wrong, what they could have done instead and what they intend doing in the future, along with any apology that may be due;
- A period of suspension, in-school under the supervision of the principal (or delegate) or,
- A period of suspension from school;
- A meeting with the child and their parent/caregiver towards the end of the suspension to assure that the child is fit to return to school
- Following suspension a child is placed on Level 2 and then Level 1 with all of the restrictions to apply to those levels. Alternatively, in special circumstances (e.g. a diagnosis of a mental health disability) a personalised behaviour management plan agreed to by the school and parents, may be put into place;
- Other support and actions as negotiated with the Welfare team and parents, as appropriate – this may include restitution (making or paying for any repairs to property), school service (litter patrol, weeding, tidying of playground), referral to support services, the school counsellor, etc.

**Level 4**

A child placed on Level 4 has committed the most serious breaches of school rules, or has been repeatedly suspended or has committed criminal offences that warrant the student’s permanent removal from the school, i.e. **expulsion from the school**.

Expulsion is only to be considered after consideration of all other options and subject to Departmental policy.
Restitution and Compensation

Wherever possible, students will be supported to “make it right”.

Where a student has offended another person, harassed, bullied or assaulted another person or wilfully or recklessly damaged property of others or the school, they will be expected to take responsibility for their actions. This may mean that they attend conflict resolution sessions, counselling or mediation sessions with a view to repairing and rebuilding relationships.

Where a student has wilfully or recklessly damaged property, they will be expected to repair any damage and or do compensatory services in and around the school to make up for the damage.

Where a student damages or destroys the property of others, e.g. a school bag or helmet, then the student will be expected to pay for a replacement item at an agreed value.

Where a student wilfully or recklessly causes damage to school property, the student's parents or caregivers may be asked to repair any damage (to the satisfaction of the principal) or to contribute to the fair cost of repairs. This is because it is seen as unfair for school funds contributed by others, to pay for the repair of damage done wilfully or recklessly by a particular student. Failure to provide compensation may result in a police report and a damages claim.

Criminal Matters

If in the opinion of the principal a matter is serious enough to be considered a criminal, it should be reported to the police., e.g. weapons, drugs, assault, trespass, vandalism.

Reviewed by Student Welfare Team and P&C, late 2008 for implementation from 2009