

## STUDENT WELFARE AND DISCIPLINE GUIDELINES

### SCHOOL PURPOSE

The Mount Colah Public School motto “Learn to Live” encompasses our values. The school promotes the values of **RESPECT, RESPONSIBILITY and PERSONAL BEST** within the school and across the wider community. A strong, responsive student welfare program is in place and clear discipline policies ensure a safe, nurturing learning environment for all. The **Student Welfare Policy** incorporates the Behavioural Expectations, Student Reward System, Discipline procedures as well as the DET Suspension and Expulsion Procedures.

**Positive Behaviour Engaging Learners (PBEL)** is seen as a fundamental process in the promotion of positive behaviours, teaching of appropriate social skills, and management of problem behaviours.

### RATIONALE

Student and Staff **‘Wellbeing’** is the responsibility of all. Mount Colah Public School encourages a proactive approach to discipline. Positive reinforcement and explicit teaching of expected behaviours is promoted in a consistent and effective manner.

Effective teaching and learning is best achieved in a safe, secure, well managed and positive environment in which staff, students, parents and the wider community work together to improve outcomes for all.

### RIGHTS FOR STUDENTS AND TEACHERS

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity. The same rights apply to teachers as the school is their workplace.

## CORE RULES

### NSW Department of Education

#### 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 anti-social behaviour of any kind, will not be tolerated.**

### CODE of CONDUCT- NSW Department of Education

#### Rights and responsibilities for students and teachers include:

- expected standards of behaviour in the classroom, playground and while travelling to and from school as determined by the school community
- prohibition of illegal drugs, alcohol, tobacco and safety in and around the school and at all school activities
- acceptable standards of behaviour while on excursions and participating in or attending sporting or other activities
- obedience to requests from staff and others in positions of authority
- adherence to the standards of dress
- positive and respectful relationships between all members of the school community

## Mount Colah Public School Behavioural Expectations

Expectation	All Settings
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• Be polite, cooperative and a good sport</li> <li>• Have pride in yourself and your school</li> <li>• Listen to, accept and value other people’s ideas, differences and cultures</li> <li>• Care for your environment</li> <li>• Look after your property and the property of others</li> </ul>
<b>RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>• Be prepared and on time</li> <li>• Work, move and play safely</li> <li>• Be accountable for your actions</li> <li>• Help and support others</li> <li>• Be honest</li> </ul>
<b>PERSONAL BEST</b>	<ul style="list-style-type: none"> <li>• Do your best work</li> <li>• Be resilient and persevere</li> <li>• Be confident and have a go!</li> <li>• Accept opportunities and challenges</li> <li>• Celebrate your success and the success of others</li> <li>• Wear your uniform with pride</li> </ul>

**Mount Colah Public School aims to develop in students an acceptance of responsibility for their own behaviours.**

**In order to develop this responsibility:**

- The school community will place appropriate and consistent limits on students’ chosen behaviours.
- Through PBEL, students will be taught the skills to enable them to actively participate in the development, implementation and review of their school's behaviour codes, and will be involved in decision-making processes within the school
- Students will be taught that behaviour is an action made by an individual within a social context
- The school behaviour code will reflect processes for restorative and reconciliatory actions
- Students’ responsibility for their own behaviour will be reinforced consistently in a positive manner which enhances their understanding of responsible social behaviour
- Social Skills will be explicitly taught across the all curriculum areas and be modelled in all aspects of the school environment through PBEL
- Staff will model and teach values of **Respect, Responsibility and Personal Best**, and reward students appropriately
- Where necessary, students will have access to services and agencies which can support them in developing strategies to enable them to take responsibility for their own behaviour.

## PBEL Universal Prevention: Expectations Teaching Matrix

Expectation	All Settings	Playground	Quad and Cola	Toilets	Canteen	Bus	Transitions	Assembly	Wet Weather
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Listen to and accept that everyone has a right to their own ideas, differences and cultures</li> <li>• Be polite, cooperative and a good sport</li> <li>• Have pride in yourself and your school</li> <li>• Look after your property and the property of others</li> <li>• Care for your environment</li> </ul>	<p>No food on the ovals</p> <p>Cooperate with each other</p> <p>Follow the teacher's instructions</p> <p>Include others in your games</p> <p>Share equipment and space</p> <p>Speak politely</p>	<p>Speak politely</p> <p>Cooperate with each other</p> <p>Follow the teacher's instructions</p> <p>Stay out of the garden</p> <p>Place rubbish in the bin</p> <p>Share equipment and space</p>	<p>Respect others privacy</p> <p>Keep the toilets clean and tidy</p> <p>Turn off the bubblers</p>	<p>Use good manners</p> <p>Listen to the canteen parents</p> <p>Line up quietly</p> <p>Wait your turn</p> <p>Put rubbish in the bin</p>	<p>Line up carefully and wait your turn</p> <p>Use good manners</p> <p>Follow the bus driver's instructions</p> <p>Talk quietly and politely on the bus</p> <p>Use appropriate language</p>	<p>Be thoughtful of and consider others learning</p> <p>Move silently during class time</p> <p>Be mindful of personal space</p> <p>Keep left</p>	<p>Sit quietly in straight class lines.</p> <p>Hands and feet to yourself</p> <p>Listen politely to the speaker</p> <p>Applaud and respond sensibly</p> <p>Stand and behave appropriately during formal situations</p>	<p>Be mindful of others personal space</p> <p>Share space fairly</p>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Be accountable for your actions</li> <li>• Be honest</li> <li>• Help and support others</li> <li>• Be prepared and on time</li> </ul>	<p>Play sensibly and safely</p> <p>Follow the rules</p> <p>Report unsafe behaviour</p>	<p>Play safely and fairly</p> <p>Follow the rules</p> <p>Take turns</p> <p>Look after your personal belongings</p>	<p>Use the toilets at the correct time</p> <p>Flush the toilets after use</p> <p>Wash your hands with soap and water</p>	<p>Only line up if you are buying or collecting food for yourself</p> <p>Line up quietly and sensibly in the correct place</p>	<p>Be ready with your bus pass</p> <p>Sit down while travelling</p> <p>Look after your personal belongings</p>	<p>Move to lines when the bell rings line up quietly and sensibly</p> <p>Move directly to the right place</p>	<p>Follow teacher's instructions</p> <p>Stand and sit silently</p> <p>Enter and leave calmly and silently</p>	<p>Check with a teacher before leaving the classroom</p> <p>Walk in all areas</p> <p>Choose sensible</p>

	<ul style="list-style-type: none"> <li>• Work, move and play safely</li> </ul>	<p>Stay in bounds</p> <p>Use the right area the right way</p> <p>Wear a hat</p> <p>Return borrowed equipment</p>	<p>Walk on hard surfaces</p> <p>Stay in bounds</p> <p>Sit when eating in your area</p> <p>Wear school hat</p>	<p>Leave the toilets when you are finished</p>	<p>Buy for yourself</p> <p>Spend your own money</p>	<p>Report unsafe behaviour</p>	<p>Look where you are going</p> <p>Stay on the footpath</p> <p>Walk on hard surfaces</p>	<p>games to play</p> <p>Stay in bounds</p> <p>Move directly to and from toilets</p> <p>Move directly to and from canteen</p>
<b>Personal Best</b>	<ul style="list-style-type: none"> <li>• Accept opportunities and challenges</li> <li>• Be confident and have a go!</li> <li>• Be resilient and persevere</li> <li>• Do your best work</li> <li>• Celebrate your success and the success of others</li> <li>• Wear your uniform with pride</li> </ul>	<p>Obey the rules of the game</p> <p>Be a good winner and loser</p> <p>Take turns</p> <p>Encourage others</p>	<p>Be a team player</p> <p>Show sportsmanship</p> <p>Choose sensible games</p>	<p>Use good hygiene</p>	<p>Make healthy choices</p>	<p>Represent your school with pride</p> <p>Be a good role model</p> <p>Take care of others</p>	<p>Line up ready to learn</p> <p>Show pride in school song, creed and anthem</p> <p>Accept awards with pride</p> <p>Positively acknowledge the achievements of others</p>	<p>Be a team player</p> <p>Show sportsmanship</p> <p>Play fairly</p>

## STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

### CLASSROOM MANAGEMENT STRATEGIES

Early in the year AND/OR at the beginning of each term, all teachers should clarify the 'behavioural expectations'; **RESPECT, RESPONSIBILITY and PERSONAL BEST**. The visual posters of these in each classroom will help to reinforce these expected behaviours, and give students information about what it 'looks' like to behave in these ways. When correcting, or pre-correcting problem behaviours, staff should refer to these 'behavioural expectations'. For example, a student calling out repeatedly in class, and interrupting the lesson may be asked about whether his behaviour shows **Respect** for teacher or classmates. A visual reminder of what **RESPECT** looks like in the classroom will help to modify problem behaviours.

Reinforcing good behaviour of students will increase the tone of the classroom. **Behavioural research shows that you will see more of the behaviours you reinforce.**

#### Classroom Teacher

The classroom teacher shares the primary, fundamental responsibility for the development and management of all students in their care.

#### Effective class teachers generally:

- Provide appropriate curriculum to meet the needs of each student.
- Utilise effective student management strategies such as:
  - Giving simple instructions
  - Expecting students to comply and follow instructions
  - Regularly noticing and commending students for complying with expectations
  - 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
  - Refocussing and redirecting attention when students become restless or inattentive
  - Having a plan for managing behaviour disruptions
  - Following up any behaviour disruptions

#### Staff Expectations

- Model consistent, caring and controlled behaviour
- Lead by example in appropriate dress and speech
- Actively supervise while on playground duty or at sport
- Keep their Supervisors informed of identified problems as they develop

#### Outdoor Management Strategies

Specific and targeted playground PBEL lessons will be used to teach students expectations of behaviour. These will take place each term in the 2<sup>nd</sup> and 6<sup>th</sup> week of each Term in the below order.

	Week 1	Week 3	Week 5	Week 7
Term 1	Playground	Quad and COLA	Transitions	Toilets
Term 2	Assembly	Canteen	Wet Weather	Bus

## BEHAVIOURAL SYSTEM

### Positive Behaviour

Teachers are encouraged to support positive behaviour through the use of Mini Merits cards for **Respect**, **Responsibility** and **Personal Best**. Mini Merits are handed out to students when they display the core expectations of the school. There is no limit to the number of Mini Merits that a student can receive in a week.

Once a student collects 20 Mini Merits they exchange them for a Merit Card which is presented at Assembly and published in the School Newsletter.

When a student collects 100 Mini Merits they will receive a Principal's Award, which is presented at the Assembly and published in the School Newsletter.

When the student gets to 300 Mini Merits they receive a Bronze Medallion which is presented to the student at an assembly.

500 Mini Merits is a Silver Medallion and 700 Mini Merits is a Gold Medallion.

## School Awards System



### **Some strategies for repairing, rebuilding and improving behaviour include;**

- Reward positive behaviours when you see them , and do it *often*
- Model preferred behaviour
- Practice the preferred behaviour with students
- Provide visual cues for desired behaviours
- Set achievable goals for students to promote personal best
- Apply consistent and fair consequences for negative behaviour

Use a variety of strategies to maintain 'on-task' behaviour

Should the above strategies fail to improve behaviour then the following process will be implemented:

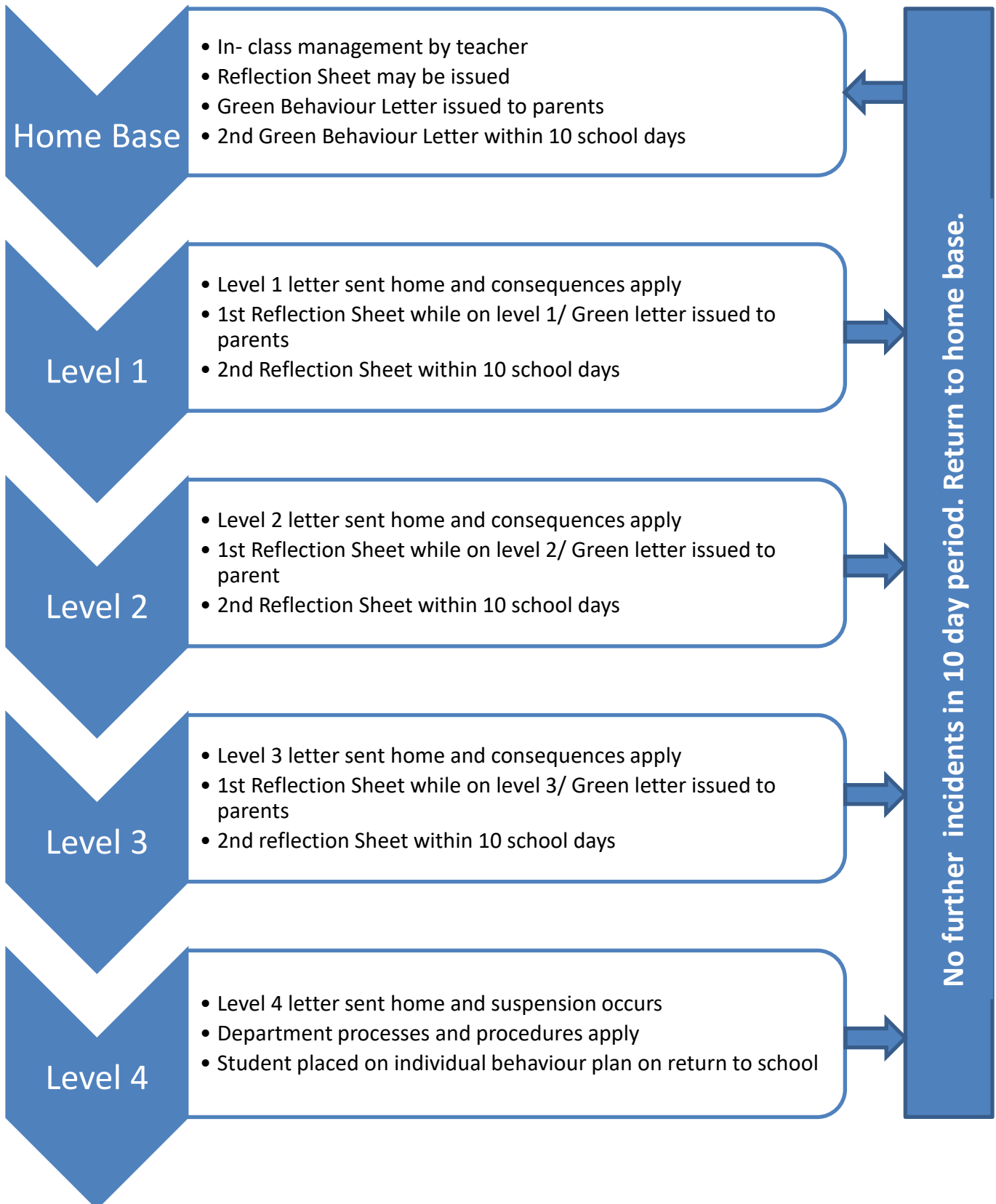
- Teacher starts a reflection sheet (this is to stay with the student as they travel from lesson to lesson). The first warning box is ticked. Each reflection sheet remains in force for one day.
- Should the behaviour fail to improve then the second warning box is ticked.
- Should the behaviour fail to improve then the third warning box is ticked. Children in Years 3-6 complete the reflection sheet. The teacher of students in K-2 will complete the back of the reflection sheet and discuss the behaviour with the student.
- The classroom teacher records the information in Sentral Welfare and the student is informed that the behaviour has been recorded
- After the information has been recorded the Reflection sheet is sent to the Principal.
- Should a student complete two reflection sheets within a two week period then they will be placed on Level One by the Principal or Assistant Principal Behaviour.

### **Major Classroom or Playground Disruptions**

All major behaviour disruptions or violent incidents should be reported to the Principal and the Assistant Principal in charge of the stage. At Mount Colah Public School we have five behaviour management levels for students displaying unacceptable behaviour. Reflection sheets will be given to students displaying unacceptable behaviours. A reflection sheet can be handed to a student without a Green Behaviour Letter if it is a minor behaviour and the student's first infringement in an extended period of time. Students are placed on levels by the Principal in consultation with the Assistant Principal of the stage. Students may be placed on any level, depending on the severity or the disruption. The following is a guide to the level system and how it operates at the school.

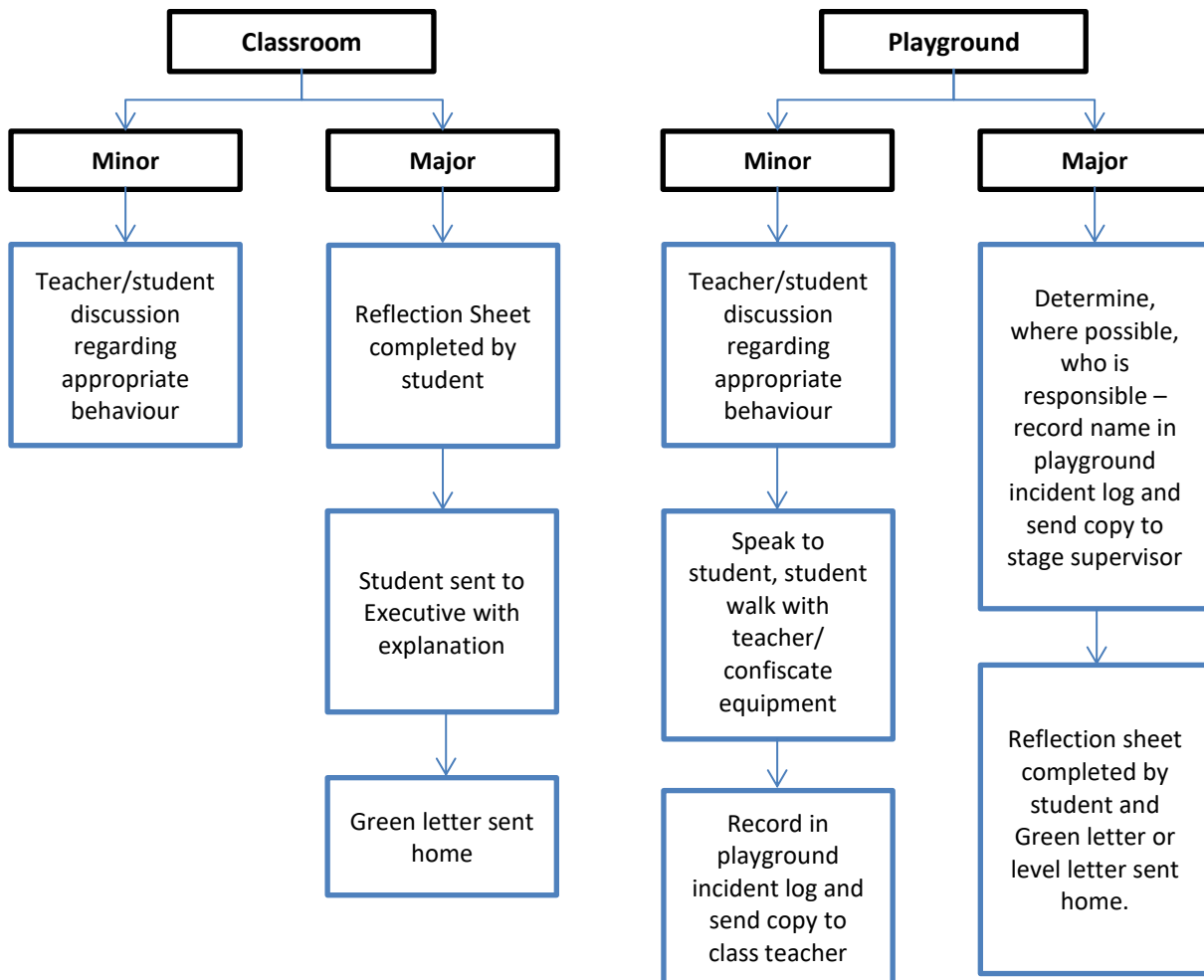


## Student Behaviour Management Steps- Level System



## Level 0

Isolated or occasional/minor behaviour problems in the class and/or playground



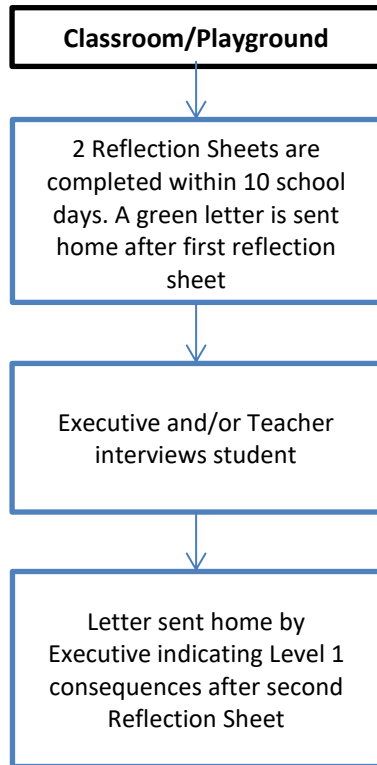
### Documentation:

- In first instance, reflection sheet can be given without a Green letter.
- Green letter or level letter sent home, to be signed by parent/caregiver and returned to school
- Record on Sentral Welfare. Classroom incidents by Teacher; playground incidents by Executive

## Level 1

Occurs when a student receives 2 Reflection Sheets within 10 school days

Level 1 lasts 10 school days with no further incidents



### Documentation:

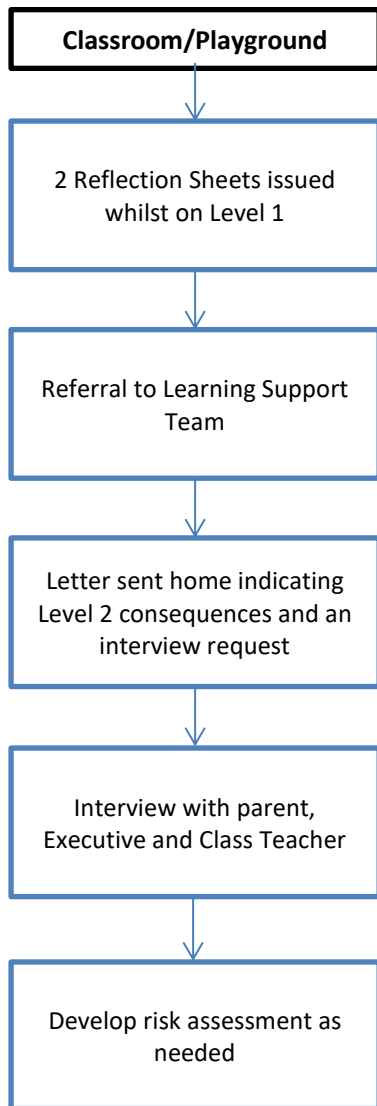
- Green letter sent home, to be signed by parent/caregiver and returned to school after Reflection Sheet
- Letter sent home and copy retained in student file after second Reflection Sheet
- Record on Sentral Welfare by Executive

### Consequence:

- 2 days of time out from playground with supervision by an Executive
- Loss of class privileges eg. Assembly chairs, star of the week
- Note: If a student reaches Level 1 for a second time in one school year the same consequence applies with the additional consequence of loss of PSSA and/or school representation privileges

## Level 2

Occurs when a student receives 2 Reflection Sheets whilst on Level 1



### Documentation:

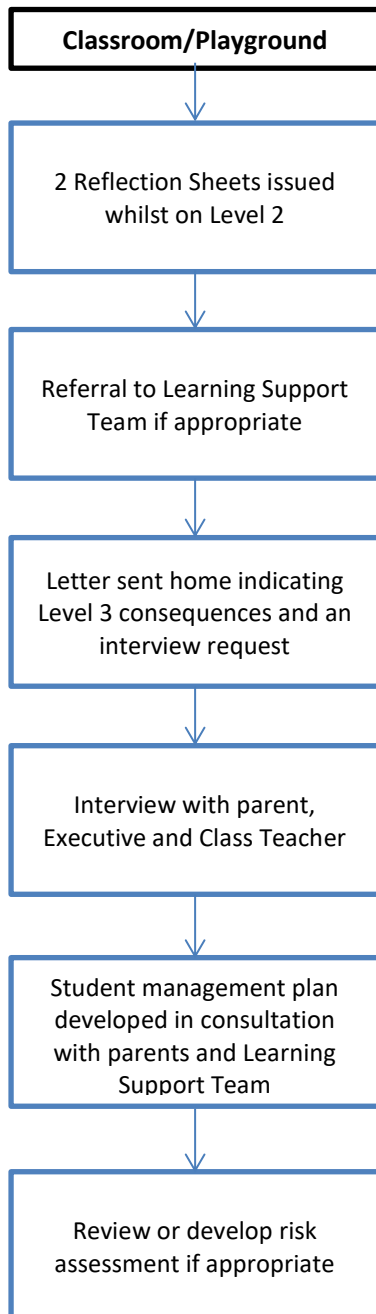
- Green letter sent home after first Reflection Sheet, to be signed by parent/caregiver and returned to school
- Letters sent home and copy retained in student file
- Document possible risk assessment
- Record on Sentral Welfare by Executive

### Consequences:

- Interview with parent and student by Executive and Class Teacher
- Complete 5 additional school days time out
- During the 5-day period, excluded from any special school activity, including PSSA, at the discretion of the Principal
- Placed on daily behaviour report sheet until behaviour is acceptable

## Level 3

Occurs when a student receives 2 reflection Sheets whilst on Level 2



### Documentation:

- Green letter sent home, to be signed by parent/caregiver and returned to school
- Learning Support Team documentation – referral and Student Management Plan
- Letters sent home and copy retained in student file
- Record on Sentral Welfare by Executive

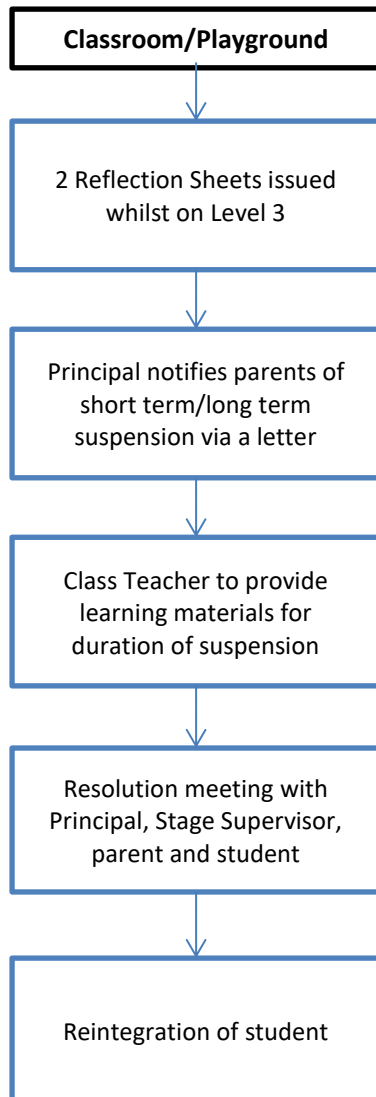
### Consequences:

- Interview with parent and student by Executive and Teacher
- Complete 5 additional school days time out
- Possible withdrawal from classroom
- Withdrawal from all selected school activities during the 5-day period
- Placed on daily behaviour report sheet until behaviour is acceptable

## Level 4

Suspension procedures occur when a student receives 2 Reflection Sheets whilst on Level 3

At any stage, a student may be placed on a suspension without having escalated through the levels



### Documentation:

- Green letter sent home, to be signed by parent/caregiver and returned to school
- Student management plan revised by Learning Support Team
- Suspension letter sent home
- Record on Sentral Welfare by Executive

### Consequences:

- Short/long suspension
- Possible partial enrolment after long suspension
- Possible support class placement
- Possible expulsion

## SUSPENSION AND EXPULSION

*"All students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all schools will maintain high standards of student behaviour.*

*There will be cases of unacceptable behaviour where it will be in the best interests of the school community, and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the Principal in these situations.*

*The principal must also ensure that the implementation of these procedures takes into account factors such as the age, individual needs, any disability and developmental level of students."*

*Suspension and Expulsion of School Students Procedures- Section 4 Context, NSW DET (2011).*

Suspension is not intended as a punishment. It is only one strategy for managing inappropriate behaviour within the school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role in partnership with the school to modify the inappropriate behaviour of the child. Suspension allows time for school personnel to plan appropriate support for the student to assist with successful re-entry.

For serious and/or repeated breaches of the School Code and /or School Discipline Policy, the Principal **may** impose a **short suspension** or a **long suspension** according to the following guidelines:

**SHORT SUSPENSION (up to and including 4 school days) may be imposed for:**

### PERSISTENT DISOBEDIENCE

This includes continued breaches of the School Discipline Code such as:

- Repeated refusal to obey staff instructions
- Acts of defiance by students;
- Persistent disruption to the learning of other students;
- Minor criminal behaviour related to the school including graffiti and minor vandalism;
- Use of alcohol or repeated use of tobacco by students.

### 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 SUSPENSION (more than four days / up to and including 20 school days) will be imposed for:**

**1. Physical Violence:** Which results in pain or injury, or which seriously interferes with the safety and well being of other students and staff.

**2. 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 or possesses a knife (without reasonable cause); the student uses or possesses a firearm or replica of a firearm of any type.

**3. 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.

**The Principal may also impose a long suspension for a period greater than four days and up to and including twenty days for:**

**4. 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.

**5. Use of an implement as a weapon or threatening to use a weapon:** When any item is used as a weapon (other than in point 3 above), in a way which seriously interferes with the safety and well-being of another person. This includes an offensive implement which is anything made, or adapted for use to cause injury to a person.

**6. Serious criminal behaviour related to the school:** Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises. If the incident occurred outside the school or outside school hours, there must be a clear and close relationship between the incident and the school.

## **EXPULSION**

**In serious circumstances of misbehaviour, the Principal may expel a student of any age from the school.**

Prior to expulsion the student will be placed on a **long suspension**. If a resolution for expulsion is not achieved within twenty school days, a further long suspension may be imposed.

If a resolution for expulsion has not been achieved after two long suspensions and the **student's behaviour is deemed beyond resolution**, the Principal and director of schools will apply to the Director-General of Schools to have the student expelled from all government schools.

### **POINTS TO NOTE ABOUT SUSPENSION:**

- **ALL** students suspended from school will be given a copy of the school's Student Welfare Policy, plus an appeals form and a copy of the official Departmental document, "Procedures for the Suspension and Expulsion of School Students".

### **As well;**

- Students who are placed on **short** suspension will be given a package of schoolwork to complete at home over the suspension period. This will be given to the student at the time of suspension. The issued work is to be completed and returned to the Principal upon resolution of the suspension.
- Students being placed on **long** suspension will be offered schoolwork to complete at home. Additional work will be provided upon request to the classroom teacher after the initial work has been returned to the school. It is the responsibility of the parent/carer to arrange for work to be collected and returned to the school during the time of the suspension.