

Comleroy Road Public School

Welfare and Discipline Policy 2019

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. It is supported by the school's Positive Behaviour for Learning (PBL) initiative, which expects and explicitly teaches the values of Safe, Respectful, Learner.

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 community 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 child/ren at Comleroy Road Public School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.

The aim of the partnership between the school and the school community members 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 **Bully: 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 clear and close connection between the school and the conduct of students.

Responsibilities and delegations

Principal

- 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 and expulsion from school are managed consistent with the **Suspension and Expulsion of School Students Procedures**.



School Executive

- Support the principal in developing and implementing policies and programs.
- Ensure policies and programs are implemented to achieve best outcomes.
- Provide leadership and support for classroom teachers within the school.
- Meet weekly to discuss student welfare.

Teachers

- Ensure they have a thorough understanding of school policies and programs.
- Contribute to the provision of a caring, well-managed, safe environment for all students, fellow staff and parents.
- Participate in the learning and teaching process in ways which take account of the objectives in this policy.
- Participate in the school community's implementation of this policy.

School Counsellor and staff with a specific student support role

- Promote the interests of the student, if necessary, as a mediator on behalf of the student, when the needs of the student conflict with other needs within the school.
- Take a positive role in the promotion and development of appropriate behaviour within the school, by acting as a staff consultant, in establishing measures to promote self-discipline and minimise inappropriate behaviour.
- Establish a trusting relationship with students.
- Provide advice to the principal, teachers and parents on stages of student development.
- Be involved in the early identification and assessment of problems, ensuring appropriate steps are taken in preventative and/or remedial measures.
- Liaises with other agencies and resource personnel who can contribute to the balanced development of the student.
- Make contact with the student's family and provide an additional link between the home and school.

Parents

- Become familiar with and support school policies and programs.
- Encourage student interests in all aspects of schooling.
- Work in partnership with the school to achieve the best outcomes for their child.
- Assist staff to better understand students, advise the school if physical, social or emotional issues occur outside school, eg unusual behaviour, change in living circumstances.
- Be aware that the school counsellor is able to assist parents and teachers in achieving the best outcomes for students.
- Ensure their children attend school.



Students

- Follow the policy, school rules and comply with staff directions regarding discipline and appropriate behaviour.
- Show respect for teachers, fellow students, other staff and school visitors.
- Not to engage in any form of harassment, victimisation or intimidation.

Results for students

- To be safe in the school environment.
- Know what is expected of them and of others in the school community.
- Be able to learn without disruption from unruly behaviour.
- Be provided with appropriate support programs.
- Contribute to decision making in the school, through student representative council.
- Participate in all aspects of school life as equals.

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 school students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow directions 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 our 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 judgement, 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 judgement. In this context the NSW Government and the Department of Education will back the authority and judgement of principals and school staff at the local level.

Rights and Responsibilities

Principals lead the establishment of effective learning environments in schools in accordance with relevant state legislation and the policies and priorities of the NSW Government.

“Principals have the authority to suspend, to exclude or recommend suspension. Principals also have the authority to determine the conditions for a student’s continued enrolment.

They will exercise this authority having regard to their responsibilities to the entire school community and the principles of procedural fairness and natural justice. While Principals may delegate



responsibilities with regard to student discipline to the staff, they remain ultimately accountable to the Director-General for the effectiveness of school discipline”

“The School Discipline Policy” – Department of Education

Rights

All staff have the right to:

- Be treated fairly, with dignity, respect and courtesy.
- Be treated professionally.
- A safe and supportive school environment – free of violence, discrimination, intimidation or harassment.
- The support and co-operation of parents/caregivers, other staff, executive and the Department of Education in discipline management.

All parents have the right to:

- Be well informed of the Comleroy Road Public School’s policy and procedures relating to discipline.
- Be treated fairly, with dignity, respect and courtesy.
- Expect that all measures are taken to ensure a safe and happy learning environment for their child/ren.
- Seek advice and support from staff and executive regarding assistance from appropriate support agencies.

All students have a right to:

- Be safe and happy at school.
- Be treated fairly, with respect and understanding.
- Learn in a positive and encouraging environment – free of violence, discrimination, intimidation or harassment.
- Express feelings and needs, whilst considering the feelings and needs of others.
- Achieve to the best of their abilities.

Responsibilities

Teachers will:

- Provide a safe, secure and encouraging learning environment.
- Provide the best possible program to meet the needs, aspirations and capabilities of each student.
- Treat all students fairly, with respect and understanding.
- Ensure that all students, parents and caregivers are well informed regarding expectations and the school discipline policy.
- Consistently implement the school’s discipline policy in collaboration with other staff and parents/caregivers.



- Provide an appropriate social model within the school.

Parents will:

- Accept responsibility for ensuring their child/ren's attendance at school.
- Accept shared responsibility for shaping their child/ren's understandings and attitudes about acceptable behaviour.
- Accept shared responsibility for their child/ren's discipline at school.
- Accept responsibility for their child/ren's behaviour travelling to and from school.
- Support the school in the implementation of the Comleroy Road Public School Discipline Policy.
- Provide appropriate role models for desirable social behaviour and in communicating and demonstrating the benefits of co-operative behaviour.
- Promote and encourage resilience in their child/ren.

Students will:

- Treat others with respect, kindness and understanding.
- Be polite and courteous to teachers, community members and other students.
- Obey classroom and playground rules.
- Respect the authority of teachers.
- Display a willingness to learn and participate in school activities.
- Practise safe and co-operative work and play habits.
- Be sensible and well behaved whilst travelling to and from school and on school excursions.
- Take pride in appearance by wearing full school uniform.
- Respect the school's and other people's property.
- Practise good health habits at school.

Positive Behaviour for Learning (PBL)

The aim of the Student Welfare Policy is to provide students, parents and staff with a clear understanding of the expectations for students behaviour and procedures for commendation or consequence.

Comleroy Road Public School implements the Positive Behaviour for Learning (PBL) ethos and management systems. These systems are designed to encourage positive behaviours in students, whilst also using and displaying clear expectations for student behaviour.

The following are the expectations for the students at Comleroy Road Public School which form the basis of our Student Welfare Policy (honours awards and PBL rewards). For each expectation, there are reciprocal behaviours. These expectations will be taught as part of the school curriculum.

Safe:

- Follow all teacher's directions in the classroom and playground.
- Stay 'in bounds' and within teacher supervision at all times on the playground.



- Keep hands, feet and other objects to yourself.
- Use all school equipment correctly.

Respectful:

- Wear school uniform with pride.
- Be polite to all members of the school community.
- Follow all teacher's directions in the classroom and playground.
- Treat everyone equally.

Learner:

- Be at school on time and ready to learn.
- Bring correct school equipment to school.
- Follow all teacher's directions in the classroom.
- Always try your best.

These expectations will be applied throughout all school settings which include:

- Playground
- Toilets
- Assembly
- Transition (movement around school)
- Bus
- Administration block
- Classrooms
- Library
- Computer room

PBL Awards

Positive reinforcement of student achievement and behaviour is one of the basic principles of Comleroy Road Public School's Student Welfare Policy. Below outlines the different ways that positive behaviour is recognised at Comleroy Road Public School.

Wagon Wheels

Wagon wheels are used by all staff at any time they see a student being a Safe, Respectful, Learner. This can include both classroom and playground settings.

Wagon wheels will be used as a whole school reward with the school working towards a goal together (selected by the students and created by the line on the PBL box). Every week wagon wheels will be collected from the classroom with one student from each class being drawn out to win a prize.

Honours Students

Every class will have their own system as selected by their teacher (tally marks, Class Dojo, sticker chart etc). Every teacher is to select an appropriate amount of their chosen points system to equal one



honours PBL. However, a student can only receive one honours PBL within a fortnight. Any points towards an honours PBL is to be carried into the next fortnight.

For example if a teacher decided on 10 stickers for one Honours PBL. If the student received 8 stickers within the fortnight they would not receive their honours PBL in that fortnight but, would continue from the 8 stickers working towards 10 stickers for the next fortnight.

Honours PBL awards

5= Bronze

10= Silver

15= Gold

**A student must be a gold level honours student every year to be on the honours board at the end of year 6.*

Merit Certificates and Principal Awards

Class merit certificates and principal awards are handed out each fortnight at whole school assemblies. The name of students who receive these awards are published in the school newsletter.

PBL Reward Days

Wagon wheels will be collected each week and accumulated over each term. PBL reward days will be held at the end of each term if target level is reached.



Comleroy Road Public School Behaviour Flow Chart

Initially teachers may use their own form of warning students within the class.

Once the flow chart commences the steps **must be followed**.

Follow the arrows if disruptive behaviour continues.

Verbal Reminder

A reminder to follow the school's expectations Be SAFE, Be RESPECTFUL, Be a LEARNER
(For example "Stop talking", "Return to your desk", "This is your verbal warning")

Visual Reminder

For example: Name on the board, sad face, traffic lights (yellow level behaviours)

Time out in own classroom

The student spends up to 5 minutes (age appropriate) in time out in their own class.

Time out in buddy classroom

The student spends up to 10 minutes to complete class task in a buddy classroom

Sent to the Assistant Principal / Principal

Orange and red level behaviours recorded and a phone call home



Minor, Major and Critical Behaviours

MINOR - Teacher Managed	
Timeframe: Data decision rules stated on classroom and playground flowcharts	
Type	Definition
Inappropriate Language	Communicates messages, verbal or gestural, to another person that includes swearing, name calling or use of words in an inappropriate way for the developmental age of the student.
Mild Disruption	Talks when the teacher is speaking (e.g. loud voices or noises indoors).
Late to Class (Classroom Only)	Missing the beginning of class time after recess and/or lunch.
Non-Compliance	Low intensity failure to respond to adult request when physically, socially and emotionally capable to do so (e.g. defiance/disrespect).
Physical Contact	Not serious, but inappropriate contact (e.g. over affectionate, patting, light tapping). Performs an action that has the potential, without intention, to hurt themselves or others.
Cheating	Acting dishonestly or unfairly in order to gain an advantage, especially in a game (e.g. soccer, football, handball).
Property Misuse	Deliberately damaging their own, others or school property (e.g. scribbling on another students page, inappropriate use of toilet paper, soap and hand towels).
Out of Bounds (Playground Only)	Intentionally take themselves out of the allowed area of play.
Area Specific Rules (Playground Only)	Not behaving appropriately according to the specific area (e.g. littering, eating on field, incorrect use of balls, running on concrete, leaving the classroom).

MAJOR - Executive managed	
Timeframe: Data decision rules stated on classroom and playground flowcharts	
Type	Definition
Abusive Language/ Profanity Repeated Inappropriate Language	Repeatedly communicates messages, verbal or gestural, to another person that includes swearing, name calling or use of words in an inappropriate way for the developmental age of the student. Repeated disrespectful messages include negative comments on race, religion, gender, age and/ national origin, disabilities or other personal matters.
Disruption Repeated Mild Disruption	Causing a sustained interruption, including loud talk, yelling, noise with materials and sustained out-of-seat behaviour (e.g. tantrum - clenched fist, red-faced OR rough play).
Repeatedly Late to Class (Classroom Only)	Repeatedly and/or intentionally missing the beginning of class time after recess and/or lunch.
Defiance Repeated Non-Compliance	Refusal (at a high level) to follow directions, talks back or has socially rude interactions with staff (e.g. refusal to follow directions after initial request has been made directly to that student).
Physical Aggression Repeated Physical Contact	Actions involving serious physical contact where injury, with intention, may occur (e.g. hitting, punching, kicking, hitting with an object, hair pulling, scratching).
Theft	Possession of, having passed on, or being responsible for removing someone else's property.
Repeated Cheating	Repeated dishonest or unfair acts in order to gain an advantage, especially in a game (e.g. soccer, football, handball).
Repeated Out of Bounds	Repeatedly and intentionally taking themselves out of the allowed area of play after one reminder.



Repeated Area Specific Rules	Repeated inappropriate behaviour according to the specific area (e.g. littering, eating on field, incorrect use of balls, running on concrete, leaving the classroom).
Repeated Property Damage	Repeated and deliberate damage of their own, others or school property (e.g. scribbling on another students page, inappropriate use of toilet paper, soap and hand towels).

CRITICAL - Principal managed	
Timeframe: Within the same term	
Type	Definition
Abusive Language/ Profanity OR Repeated Abusive Language	Repeatedly communicates messages, verbal or gestural, to another person that includes swearing, name calling or use of words in an inappropriate way for the developmental age of the student. Repeated disrespectful messages include negative comments on race, religion, gender, age and/ national origin, disabilities or other personal matters. OR Messages conveyed on technology and/or by social media.
Absconding/ Fractional Truancy	Leaving school grounds, attempting to run away, leaving suddenly, hiding from staff or missing whole or part lessons. OR Repeatedly and intentionally taking themselves out of the allowed area of play after one reminder.
Forgery or Repeated Theft	Repeated deliberate possession of, having passed on, or being responsible for removing someone else's property.
Property Destruction	Deliberately destroying property, due to negligence or intentionally by the person who is not the owner of the property. OR Repeated and deliberate property damage 4 or more times.
Criminal Behaviour	Criminal or delinquent behaviour may include but not limited to: <ul style="list-style-type: none"> • possession or use of a prohibited weapon • making credible threats • stalking or cyber stalking • custody of a knife at school • harassment, victimisation or vilification • criminal damage
Repeated Disruption	Causing a sustained interruption, including loud talk, yelling, noise with materials and sustained out-of-seat behaviour (e.g. tantrum - clenched fist, red-faced OR rough play).
Repeatedly Late to Class	Repeatedly and/or intentionally missing the beginning of class time after recess and/or lunch.
Repeated Defiance/ Persistent Non-Compliance	Repeatedly refuse (at a high level) to follow directions, talks back or has socially rude interactions with staff (e.g. refusal to follow directions after initial request has been made directly to that student).
Repeated Physical Aggression	Repeated actions involving serious physical contact where injury, with intention, may occur (e.g. hitting, punching, kicking, hitting with an object, hair pulling, scratching)

Behaviour Referrals

Behaviour forms are used by staff to report incidents that may occur between students. If a student's behaviour has been recorded 3 times on a behaviour referral then the student will receive a lunchtime reflection and a phone call home.



Behaviour Monitoring

Classroom and playground

Classroom behaviour monitoring will be the responsibility of all members of staff.

In classrooms and the playground:

- Teachers use 1, 2, 3 to allow students to self-regulate their behaviour and meet PBL expectations. Students are given 2 warnings before receiving “time out” in the classroom equivalent to their age in minutes. Eg 5 years old = 5 minutes. Program to be reset after each session.
- Teacher records the reasons why a student is sent to “time out” on a class recording sheet for each “time out”.
- If a child reaches 3 a second time in the same session they will be sent to an appropriate buddy class for a second “time out”.
- If a student reaches a 3rd “time out” they will be placed on a classroom reflection and a behaviour referral filled in.
- If a teacher deems behaviour to be unsafe at any time, the student will be sent directly to the executive.

All incidents are recorded and tracked in school based behaviour record (google drive). Repeated or concerning incidents and behaviour patterns should be referred to the principal or delegate.

Principal or delegate will consult classroom behaviour register and decide on a consequence depending on behaviour displayed. The incident and consequence will be recorded in the behaviour register. Repetitious entries in the behaviour register will lead to referral to the *DET Policy and Guidelines for Suspension and Expulsion*.

Suspension and Expulsion

Suspension will become a consideration for those students who are either repeatedly involved in moderate incidents or a major incident in the playground or classroom. Determination of suspension will be made by the principal in consultation with the *DET Policy and Guidelines for Suspension and Expulsion*.

Expulsion will become a consideration for those students who are repeatedly involved in major incident in the playground or classroom. Determination of expulsion will be made by the principal in consultation with the *DET Policy and Guidelines for Suspension and Expulsion*.

Playground Management

Bell and Duty Times

The following are the bell and duty times for Comleroy Road Public School.

Morning duty: 8:40am-8:55am

Recess eating time: 11:00am-11:10am

Playtime: 11:10-11:40am

Lunch eating time: 1:05pm-1.15pm

Playtime: 1:15pm-1:45pm

Afternoon Assembly: 2:50pm

Dismissal at end of day: 2:55pm



NB: Supervision is not provided before 8.40am and after 2.55pm. Parents are asked not to leave students unattended in the school grounds before 8.40am and after 2.55pm.

Duty Teacher – Roles and Responsibilities

The duty teacher's role is to supervise a safe and secure playground environment for the students. Their responsibility is to ensure that this environment exists through:

- Constant mobility around their designated area.
- Making themselves available and visible to the students in their designated area for the duration of their duty.
- Tending to injured students and referring them to the office for first aid if required.
- Settling minor incidents and deciding consequences.
- Referring moderate or major incidents to the executive-on-duty.
- Recording incidents they consider noteworthy on a behaviour referral.
- Being punctual when arriving for and leaving a duty.
- Making sure that their duty is covered if they know they will be attending an excursion or in-service on a day they have duty.

